

Memorandum

To: General Faculty

Date: March 26, 2019

Regarding: Faculty Senate Agenda for March 29, 2019 in Nursing 106

1. Call to Order
2. Roll Call
3. Approval of Minutes from February 22, 2019 ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

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

A) College of Social Sciences

1) Department of Anthropology

a) [Anthropology, B.S.](#)

Request: Modify

b) [ANTH 4122: Bioarchaeology](#)

Request: Add

c) [ANTH 4885: Special Topics](#)

Request: Modify

B) College of Arts and Humanities

1) Department of Foreign Languages and Literatures

a) [FORL 4501: Foundations of Language Development](#)

Request: Modify

C) Tanner Health System School of Nursing

1) [Nursing, Pre-Licensure Track, Carrollton, BSN](#)

Request: Modify

2) [Nursing, Pre-Licensure Track, Newnan, BSN](#)

Request: Modify

3) [Nursing, RN to BSN Track, BSN](#)

Request: Modify

Information Items:

- A) Richards College of Business
 - 1) Department of Economics
 - a) [Bachelor of Science in Economics, Secondary Education](#)
Request: Terminate
- B) Ihor Pidhainy will serve as chair of UPC during AY 2019-2020.
- C) Anne Merrem will serve as chair of CHIP during AY 2019-2020.

Committee III: Graduate Programs Committee (Colleen Vasconcellos, Chair)

Action Items (Addendum III):

- A) College of Education
 - 1) Department of Educational Technology and Foundations
 - a) [Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional Technology, School Library Media](#)
Request: Modify
 - b) [Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media](#)
Request: Modify
 - c) [Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program](#)
Request: Modify
 - d) [Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program](#)
Request: Modify
 - e) [Media, M.Ed., Concentrations in Instructional Technology, School Library Media](#)
Request: Modify
 - f) [Media, M.Ed., Concentrations in Instructional Technology, School Library Media](#)
Request: Modify
 - g) [MEDT 7479: Digital Game-Based Learning](#)
Request: Add
 - h) [MEDT 7480: Global Learning with Technology](#)
Request: Add

- i) [MEDT 8461: Diffusion of Innovations](#)
Request: Modify
 - j) [MEDT 8462: Leading and Managing Instructional Technology Programs](#)
Request: Modify
 - k) [MEDT 8463: Issues in Instructional Technology](#)
Request: Modify
 - l) [MEDT 8465: Human Performance Improvement](#)
Request: Add
 - m) [MEDT 8466: Comprehensive Exam for Ed.S. Media IT](#)
Request: Add
- B) College of Social Sciences
- 1) Department of Political Science
 - a) [Graduate Certificate in Nonprofit Management and Community Development](#)
Request: Modify

Committee IV: Faculty Development Committee (Basu Dutt, Chair)

Information Item:

- A) Basu Dutt will serve as chair during AY 2019-2020

Committee VII: Facilities and Technology Committee (John Hansen, Chair)

Information Item:

- A) John Hansen will serve as chair during AY 2019-2020

Committee VIII: Intercollegiate Athletics and University Advancement (Lisa Robinson, Chair)

Information Item:

- A) Anthony Fleming will serve as chair during AY 2019-2020

XI: Diversity and Internationalization Committee (Angela Pashia, Chair)

Information Items:

- A) Update on progress of campus implementation of recommendations listed in the March 2018 Faculty Senate Resolution on Diversifying the Faculty.
- B) Angela Pashia will serve as chair during AY 2019-2020

5. Old Business

6. New Business

A) Nomination of Executive Officers

7. Announcements

A) Senate Liaison Reports

B) Department name change, Rob Kilpatrick ([Addendum IV](#))

C) Renaming contest for the OneUWG fund

8. Adjournment

Addendum I

Faculty Senate Minutes

Draft

February 22, 2019

1. Call to Order

Chair Butler called the meeting to order at 3:02.

2. Roll Call

Present:

Berteau, Bohannon, Branyon, Chwialkowska, Dutt, Hollingsworth, Edelman (Gault, sub.), Elman, Faucette, Fleming, Geyer, Green (sub. Schwab), Hansen, Hipchen (sub. Boyd), Hoang, Hollingsworth, Khodkar, Lee, McKendry-Smith, Merrem, Moon, Morris, Nickell, Ogletree, Pashia, Penco, Perryman, Pidhainy, Reber, Rees, Robinson, Rutledge (sub. McLean), Scremin, Snipes, Stanfield (Camp, sub.), Sterling, Tweraser, Vasconcellos, Wadlington (sub. Steed), and Zamostny

Absent:

Barbour, Cormican, Dahms, Hong, Miller, Neely, Remshagen, Richter, and Zot

3. Approval of Minutes from January 25, 2018

Minutes unanimously approved via voice vote.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

Action Items:

A) College of Science and Mathematics

1) Department of Biology

a) [Microbiology Certificate Program](#)

Request: Add

Item approved unanimously.

2) Department of Physics

a) [Physics, Plan B \(Engineering Dual Degree\), B.S.](#)

Request: Modify

Item approved unanimously.

B) College of Social Sciences

1) Department of Anthropology

a) [ANTH 4146: Latin@s in the United States](#)

Request: Add

Item approved unanimously.

b) [ANTH 4176: Narrative and Storytelling in Ethnography](#)

Request: Add

Item approved unanimously.

2) Department of Political Science

a) [Political Science, B.A.](#)

Request: Modify

Item approved unanimously.

b) [Political Science, B.S.](#)

Request: Modify

Item approved unanimously.

3) Department of Psychology

a) [Psychology, B.S.](#)

Request: Modify

Item approved with the following friendly amendment: the removal of the phrase “90 hours”

C) Interdisciplinary Studies

1) [XIDS 1101: First-Year Seminar](#)

Request: Add

Item approved unanimously.

Committee II: Graduate Programs Committee (Colleen Vasconcellos, Chair)

Action Items:

A) College of Social Sciences

1) Department of Psychology

a) [Psychology, M.A.](#)

Request: Modify

Item approved unanimously.

B) College of Education

1) Department of Educational Technology and Foundations

a) [MEDT 7451: Administration of the School Media Center](#)

Request: Modify

Item approved unanimously.

b) [MEDT 7455: Selection and Materials](#)

Request: Modify

Item approved unanimously.

Committee III: Academic Policies Committee (Nancy Penco, Chair)

Action Item:

A) UWG Admissions Policy (**Figure I**)

1) International/Permanent Resident Student Admission

Request: Modify

Item approved unanimously.

Committee X: Rules Committee (Susana Vélez-Castrillon, Chair)

Action Items:

A) UWG Faculty Handbook (**Figure II**)

1) 103, Evaluation Process

a) 103.0201, Formation and Operation of Faculty Promotion and Tenure Evaluation Committees

Request: Modify

Item approved unanimously.

b) 103.0202, Dean's Evaluation

Request: Modify

Item approved unanimously.

c) 103.0203, The Provost and Vice President for Academic Affairs's Evaluation

Request: Modify

Item approved unanimously.

d) 103.0204, Final Approval

Request: Modify

Item approved unanimously.

Committee XI: Diversity and Internationalization Committee (Angela Pashia, Chair)

Information Item:

A) UWG Climate Survey Update, Laura Willox (**Figure III**)

5. Old Business

6. New Business

7. Announcements

A) Senate Liaison Reports

B) *President Marrero was happy to announce Dr. Micheal Crafton as Interim President and Dr. David Jenks as Interim Provost.*

8. Adjournment

Chair Butler adjourned the meeting at 3:53 p.m.

Respectfully Submitted,

Angela Insenga

Professor of English

Executive Secretary of Faculty Senate and General Faculty

Figure I

PROPOSED REVISED VERSION

International Beginning Freshman

1. All applicants, regardless of immigration status, whose native language is not English, must meet English language proficiency requirements. This requirement can be fulfilled by submitting results from one of the approved English Language Proficiency options listed below.
2. Students who identify as native English speakers are exempt from having to provide an English Language Proficiency document. Native speaking students will need to submit official scores from either the SAT or ACT academic examination. Minimum SAT/ACT score requirements for freshman or transfer freshman admission are: SAT Critical Reading-430 and SAT Math-410; ACT English-17, and ACT Math-17. It is the policy of the Office of Admissions to take a student's best Critical Reading/English and best math score should the student take the SAT or ACT more than once; however, SAT scores and ACT scores cannot be "mixed" in determining admission eligibility.
3. The University System of Georgia requires completion of a College Preparatory Curriculum from an accredited institution for Freshman admission. A student applying while in high school should have a transcript of work through the junior year sent to the Admissions Office at the time of application. Students completing secondary school must provide official copies of their transcripts to the University of West Georgia for evaluation. If this official copy is not in the English language, it must be accompanied by a certified translation to English. The University of West Georgia reserves the right to request for a formal Academic Credential Evaluation of transcripts/documents submitted to the University as part of a student's application. If requested, the student must provide an evaluation of secondary school credentials from a service belonging to the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE).
4. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit a copy of their passport and any previously issued United States visas as part of the application process.
5. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at UWG. These documents are not required to receive a decision on an application, but are required prior to the release of any documents needed for the visa application process.

Figure II

103.0201 Faculty Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of a Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook.

5. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences.

Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.

6. The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a

copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

7. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202

D. Evaluation by the Dean

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

E. Evaluation by the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

F. Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

Figure III:

Dr. Willox's Climate Survey Slides

Presidential Commission on Campus Inclusion

Campus Survey Update

Presidential Commission on Campus Inclusion

- The committee is comprised of representatives from across campus; faculty, staff, and students.
- More information can be found here:
<https://www.westga.edu/administration/president/presidential-committee-on-campus-inclusion.php>
- In 2014 We were charged by the President to engage in “thoughtful, deliberate, and inclusive assessment of current efforts and resources, dialogue, and research, provide the President, recommendations to improve diversity and inclusiveness on the campus of UWG. These recommendations should to be in the form of a Diversity and Inclusiveness Plan that encompasses the institutional strategic plan timeframe, 2014-2020, and includes specific goals, objectives, data indicators, and if needed organizational recommendations to implement the plan.”

Campus Climate Survey information

Survey 2015

- All staff / faculty
 - 3-23-15 to 4-5-15
- 595 started the survey with 84 partial completions
- Every question was voluntary
- Question response rates varied between 366 and 521

Survey 2017

- All staff / faculty
 - 10-16-17 to 10-30-17
- 583 started the survey with 91 partial completions
- Every question was voluntary
- Question response rate varied between 358 to 510

Overall 2017 Quantitative Results

- Campus support for D&I on most questions (above mid-point)

Percentages of people reported being made to feel uncomfortable

based on

- sexual orientation (8%)
- veteran status (10%)
- ethnicity (14%)
- race (19%)
- age (22%)
- gender (26%)
- religious beliefs (33%)
- political beliefs (43%)
- disability status (51%)

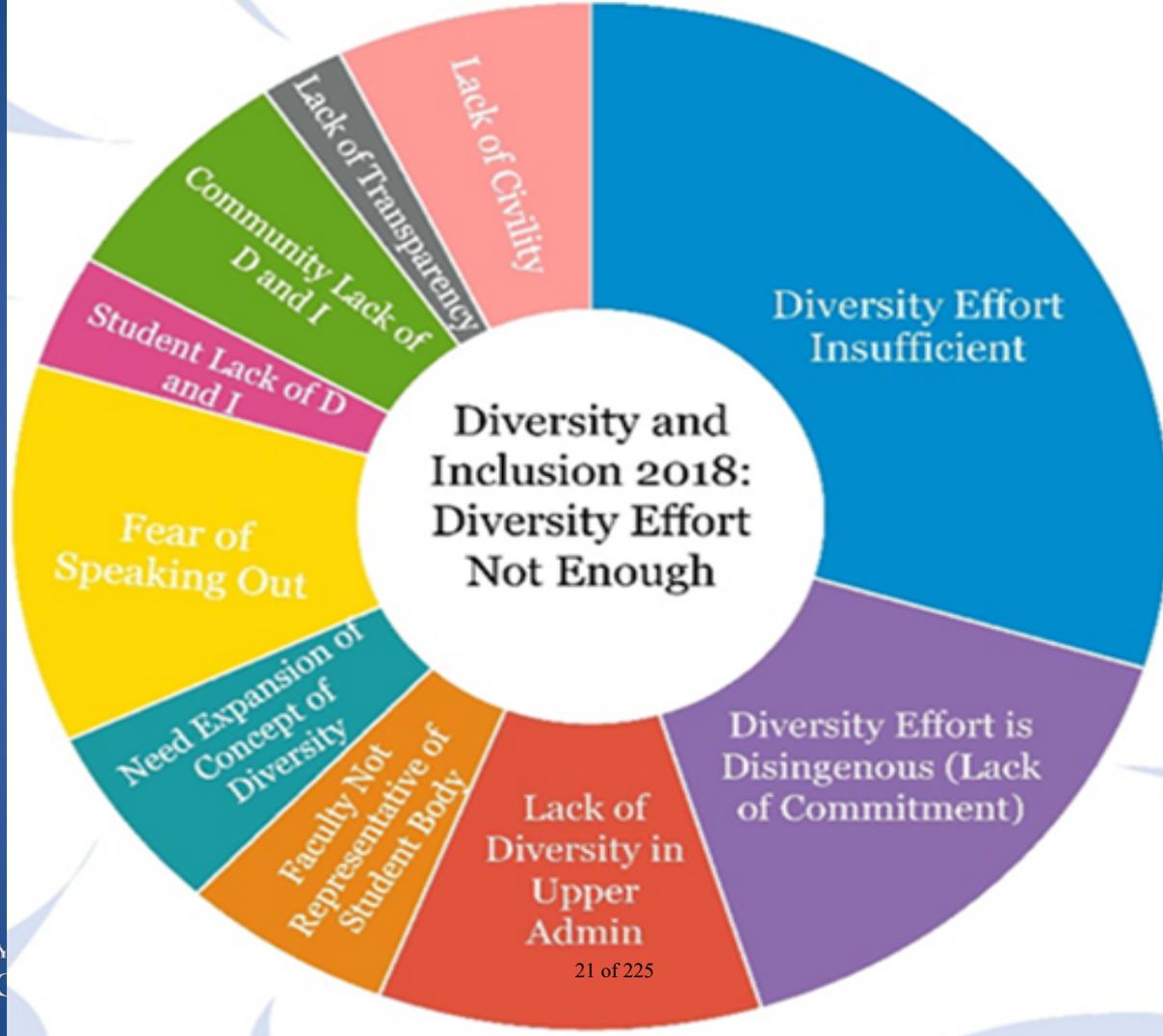
Respondent Status

- [90% straight]
- [95% non-veteran]
- [85% caucasian]
- [30% male]
- [52% christian]
- [89% no disability]

Comments Section

124 Respondents left comments

- 1) people who feel that the diversity effort is not enough and want to see considerably more (the largest group of comments came from here)
- 2) people who are supportive of the current diversity effort
- 3) a small group of people who argue that the approach is too much or even going in the wrong direction



Comments – Main Themes

1. Diversity Effort is Insufficient
2. Disingenuous and/or Lack of Real Commitment
3. Lack of Diversity in Upper Administration
4. Faculty Not Representative of Student Body
5. Fear of Speaking Out
6. Student Lack of Acceptance of Diversity and Inclusion
7. Community Lack of Diversity and Inclusion
8. Lack of Transparency
9. Lack of Civility
10. Concept of Diversity Needs Expansion

Diversity Effort is Insufficient

- *“Administrators are unsure of how to handle inclusion. They do not seem to be willing to discuss the hard issues as it relates to injustices and really understanding different viewpoints”*
- *“I feel that it is important to not only look like we are making an initiative, but to actually implement meaningful change”*
- *“More than any other factor, increasing the diversity of the faculty will have the biggest positive impact on the campus climate”*
- *“Concept of diversity needs expansion”*

Fear of Speaking Out

- Sexuality
- Political standing (all sides)
- Religious (for and against)
- “UWG have a few people who have a huge problem with diversity”
- Immigration

Community Lack of D&I

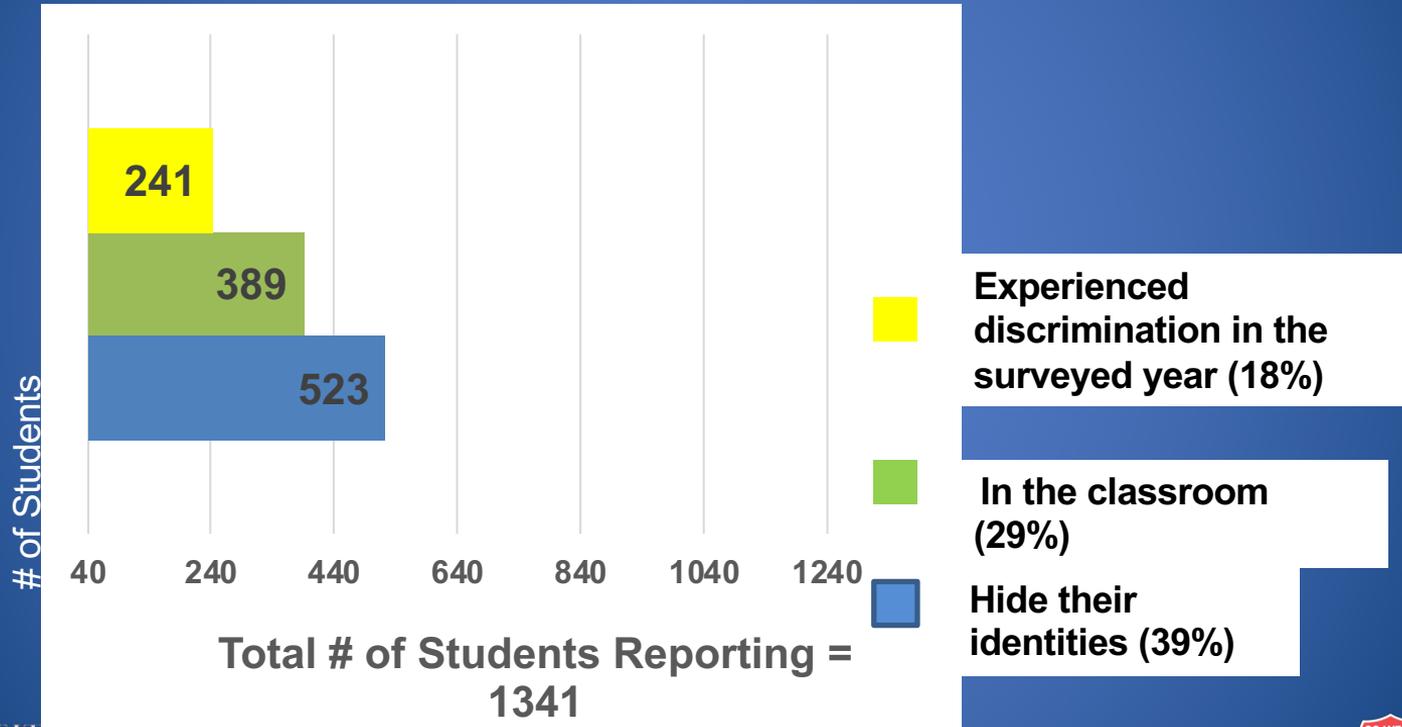
- *“the University seems much more inclusive than the surrounding community”*
- *“staff are known to be prejudice against certain types of people”*
- *“the community needs be educated on diversity and inclusion as well”*
- *“UWG has a huge culture of in-breeding”*

Some Good News: 2015 vs. 2017

	2015				2017				
	Year	n	Mean	Std. Deviation	Year	n	Mean	Std. Deviation	
People from different backgrounds get along well.	2015	525	2.33	0.88	2017	506	3.74	0.931	
People are valued regardless of their backgrounds.	2015	516	2.43	1.09	2017	511	3.70	1.112	
Top administrators are committed to creating an inclusive campus.	2015	499	2.20	1.01	2017	490	3.90	1.063	
Staff are committed to creating an inclusive campus.	2015	488	2.31	0.95	2017	487	3.85	0.927	
Faculty are committed to creating an inclusive campus.	2015	452	2.31	0.93	2017	459	3.92	0.928	
Top administrators value diverse perspectives.	2015	474	2.27	1.04	2017	467	3.73	1.129	
Staff value diverse perspectives.	2015	469	2.46	1.01	2017	459	3.69	1.008	
Faculty value diverse perspectives.	2015	443	2.40	1.04	2017	441	3.79	1.009	
Marketing materials (audio, print, electronic publications, etc.) reflect a commitment to diversity.	2015	485	2.19	0.95	2017	469	4.00	0.901	
Publications (audio, print, electronic publications, etc.) are provided in accessible formats.	2015	438	2.12	0.92	2017	423	3.81	0.979	
Job postings reflect a commitment to equity and diversity.	2015	473	2.30	1.01	2017	461	3.72	1.025	
Generally, my immediate supervisors Are committed to diversity and inclusion*	2015	506	2.02	1.06	2017	483	4.10	1.072	
Generally, my immediate supervisors Value diverse perspectives*	2015	512	2.04	1.07	2017	484	4.10	1.036	
Generally, my immediate supervisors Get along well with people from different backgrounds*	2015	513	1.89	0.99	2017	484	4.18	0.991	
Generally, my immediate supervisors Value everyone regardless of their backgrounds*	2015	516	2.03	1.11	2017	487	4.14	1.042	
Generally, my immediate supervisors Prefer people who are similar to them*	2015	496	3.10	1.20	2017	462	2.89	1.259	
Generally, my coworkers Are committed to diversity and inclusion*	2015	497	2.16	0.98	2017	476	3.98	0.961	
Generally, my coworkers Value diverse perspectives*	2015	506	2.15	0.99	2017	479	3.96	0.973	
Generally, my coworkers Get along well with people from different backgrounds*	2015	511	2.04	0.91	2017	484	4.10	0.890	
Generally, my coworkers Value everyone regardless of their backgrounds*	2015	513	2.10	1.00	2017	481	4.04	0.947	
Generally, my coworkers Prefer people who are similar to them*	2015	493	2.89	1.14	2017	460	3.00	1.203	
I feel the need to minimize parts of my identity (e.g. language, dress, beliefs, etc.) in order to fit in.	2015	521	3.39	1.28	2017	486	2.81	1.364	
Satisfaction with Overall sense of campus community	2015	514	2.35	0.98	2017	480	3.75	0.960	
Satisfaction with Campus climate for political differences	2015	501	2.81	1.05	2017	466	3.16	1.130	
Satisfaction with Campus climate for religious differences	2015	497	2.84	1.10	2017	465	3.22	1.109	
Satisfaction with Campus climate for gender and sexuality differences	2015	499	2.63	1.09	2017	464	3.46	1.079	
Satisfaction with Campus climate for racial/ethnic diversity	2015	505	2.59	1.08	2017	468	3.49	1.117	
Satisfaction with Campus climate regarding issues of age and agelism	2015	483	2.55	1.00	2017	439	3.50	1.079	
Satisfaction with Campus climate for people with disabilities	2015	477	2.44	1.04	2017	446	3.56	1.053	
Satisfaction with Administrative response to incidents of discrimination	2015	366	2.62	1.18	2017	358	3.35	1.213	
Overall, how satisfied are you with the climate in Carrollton when it comes to diversity and inclusion?	2015	496	26 of 225	2.89	1.12	2017	456	3.01	1.140
	2015					2017			
	2015					2017			

Spring 2018 Student Survey

EAB Survey



Next Steps

- College and division data, if available
- Specific comments that can be addressed
- Publish the executive summary
- Maintain progress
- Address issues of concerns:
 - Improve the climate for those who've been made uncomfortable
 - Faculty diversity
 - Carrollton climate
 - Inclusive diversity: starting immediately with religious, political, disability, gender

Engage West Survey

Based on your own experience at UWG, please indicate your level of agreement with the following statements about diversity and inclusion.

(Diversity refers to differences in identities such as age, color, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, political views, race, sex, sexual orientation, socioeconomic class, and veteran status; inclusion is the use of approaches that integrate and value these differences)

Strongly Agree Agree Disagree Strongly Disagree N/A

- UWG senior leadership models the importance of diversity & inclusion
- Diversity & inclusion goals are included and assessed in my departmental goals
- Based on my experience at UWG, I would recommend UWG to individuals who share similar backgrounds or identities with me
- Diversity and inclusion are fully embraced within the campus culture at UWG

The climate on the UWG campus is respectful for people who are:

(Please respond to all categories based on your perceptions even if they do not all apply to you individually)

Strongly Agree Agree Disagree Strongly Disagree N/A

- Affected by disabilities (any and all types)
- From racial and ethnic minority populations
- Adult learners
- From non-Christian religions
- From Christian religions
- Gay, lesbian, bisexual, transgender
- International
- Non-native English speakers
- Politically conservative
- Politically liberal
- Socioeconomically disadvantaged

Addendum II

Anthropology, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

If other, please identify.

Program Name* Anthropology, B.S.

Program ID* 1980

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/ Department* Department of Anthropology

Program Description* The Anthropology major aims to provide its undergraduate anthropology students with a comprehensive introduction to anthropological knowledge through classroom instruction, experiential learning, and directed research opportunities. It provides extra curriculum learning experiences in our courses and laboratories (Biological and Forensic Anthropology Laboratory [BAFAL] and Antonio J. Waring, Jr. Archaeological Laboratory). We are committed to providing learning skills necessary for continued success in academic and workplace environments, as well as for personal and civic enrichment.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes to demonstrate a broad base of anthropological knowledge;
to analyze cultural and human biological diversity through time and space;
to analyze anthropological topics through oral and written communication; and
to collect and assess data using anthropological methods

Modification Comments We are allowing Methods courses to be options in the following areas: Archaeology, Physical Anthropology, and Cultural Anthropology.

We are adding three new courses: ANTH 4122 as an option for Physical Anthropology requirement, and ANTH 4146 and ANTH 4176 as options for Cultural Anthropology requirement.

We are adding ANTH 4983 to the list of individualized study courses.

These changes do not impact our assessment plan. Curriculum map, old program map, and new

program map are attached.

Rationale* We want to give students additional options to enhance progression and graduation.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is the addition/change related to core, honors, or XIDS courses* Yes No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirements

Core Areas A through E: 42 Hours

Core Curriculum

Core Area F, Major Specific Courses: 18 Hours

ANTH 1102 Introduction to Anthropology

Choose two:

- ANTH 1105 Introduction to Physical Anthropology
- ANTH 2001 Introduction to Archaeology
- ANTH 2002 Introduction to Cultural Anthropology

Remaining Hours selected from: 9 Hours

Choose one or two from the following list: 3 to 6 Hours

ANTH 2004 Statistical Methods Anthropology
ECON 2105 Principles of Macroeconomics
 [After] Or
ECON 2106 Principles of Microeconomics
GEOG 2553 Introduction to GIS and Mapping Sciences
MATH 1001 Quantitative Skills and Reasoning
MATH 2063 Introductory Statistics
PSYC 2003 Statistics in Psychology
POLS 2601 Political Science Methods I

Choose one or two from the following list: 3 to 6 Hours

1000 or 2000-level courses from FILM, FORL, FREN, GRMN, PHIL, SPAN.

[Before]As well as:

ART 1201 Introduction to Art
ART 2201 History of Western Art I
ART 2202 History of Western Art II
GEOG 1013 World Geography
ENGL 2110 World Literature
ENGL 2190 Studies in Literature by Women
ENGL 2180 Studies in African-American Literature
HIST 1111 Survey of World History/Civilization I
HIST 1112 Survey of World History/Civilization II
SOCI 2203 Introduction to Women's Studies
THEA 2214 Concepts in Theatre Design
XIDS 2100 Arts and Ideas: Special Topics
 [After] (No more than three of these hours may be ANTH)

Major Courses Required: 32 Hours**Anthropological Thought: 3 Hours**

ANTH 4100 History of Anthropological Thought

Archaeology: 3-4 Hours

ANTH 4181 Cultural Resources Management
ANTH 4201 Artifact Analysis
ANTH 4202 Rise and Fall of Ancient Civilizations
ANTH 4204 Ice Age Peoples of North America
ANTH 4102 Archaeological Field Research

Linguistics: 3 Hours

ANTH 4173 Language and Culture

Physical Anthropology: 3-4 Hours

ANTH 3110 Human Osteology
ANTH 4125 Forensic Anthropology
ANTH 4150 Human Evolution
ANTH 4165 Primatology
ANTH 3250 Field Methods in Physical Anthropology
ANTH 4122 Bioarchaeology

Cultural Anthropology: 3-4 Hours

ANTH 3170 Religion in America: The Shakers and Other Utopian Societies
ANTH 3186 Anthropology of Gender
ANTH 4130 Medical Anthropology
ANTH 4132 Human Life Cycle in Cross-Cultural Perspective
ANTH 4134 Animals and Culture
ANTH 4144 Peoples and Cultures of Latin America
ANTH 4155 Peoples and Cultures of Sub-Saharan Africa
ANTH 4170 Myth, Magic and Religion
ANTH 3188 Ethnographic Field Methods
ANTH 4146 Latin@s in the United States
ANTH 4176 Narrative and Storytelling in Ethnography

Methods Course: 4 Hours

ANTH 3188 Ethnographic Field Methods
ANTH 3250 Field Methods in Physical Anthropology
ANTH 4102 Archaeological Field Research

Anthropology Capstone: 1 Hours

ANTH 4184 Anthropology Capstone

Anthropology Upper Division Electives: 9-12 Hours

Numbered 3000 or higher

Minor or Electives (10 of these hours must be at or above the 3000 level): 28 Hours

Total: 120 Hours

No more than 4 individualized study hours from the following count toward the BS in Anthropology.

- ANTH 4186 Internship**
- ANTH 4881 Independent Study**
- ANTH 4900 Directed Reading**
- ANTH 4983 Directed Research**

Check all that apply to this program*

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

Comments

Is Senate Review required?*

- Yes
- No

2019/2020
ANTHROPOLOGY
 Anthropology 01-B – 678-839-6455
<http://www.anthropology.westga.edu>

Professors:

L. Gezon (Chair)
 M. Snipes

Assistant Professor:

Corey Maggiano (Co-Director of the Biological and Forensic Anthropology Laboratory)

Lecturers:

E. Falconi
 I. Maggiano (Co-Director of the Biological and Forensic Anthropology Laboratory)

Learning Outcomes

Students completing the B.S. degree with a major in Anthropology should be able:

- Demonstrate a broad base of anthropological knowledge
- Compare the diversity of cultural practices through time and space
- Analyze anthropological topics through oral and written communication
- Collect and assess data using anthropological methods

B.S. Degree with a Major in ANTHROPOLOGY

Requirement	Hours
Core Areas A through E (on page 102)	42
Core Area F, Major Specific Courses	18
ANTH 1102 (Introduction to Anthropology)	3
Choose two of three: ANTH 1105; ANTH 2001; ANTH 2002;	6
Remaining Hours selected from:	9
Choose <u>one</u> or <u>two</u> from the following list: (3 to 6 hours)	
ANTH 2004; ECON 2105 or ECON 2106; GEOG 2553; MATH 1001, MATH 2063; PSYC 2003; POLS 2601	
Choose <u>one</u> or <u>two</u> from the following list: (3 to 6 hours)	
1000 or 2000-level courses from FILM, FORL, FREN, GRMN, PHIL, SPAN.	
As well as: ART 1201, ART 2201/2202; GEOG 1013; ENGL 2110, ENGL 2190, ENGL 2180;	
HIST 1111 or 1112; SOCI 2203; THEA 2214; XIDS 2100.	
(No more than three of these hours may be ANTH)	
Requirements for the Major:	
Major Courses Required	32
Anthropological Thought (ANTH 4100)	3
Archaeology, choose one: (ANTH 4120; ANTH 4201; ANTH 4202; ANTH 4203; ANTH 4181 or ANTH 4102)	3-4
Linguistics (ANTH 4173- Language and Culture)	3
Physical Anthropology, choose one: (ANTH 3110; ANTH 4125; ANTH 4150; ANTH 4165; ANTH 4122, or ANTH 3250)	3-4
Cultural Anthropology choose one: (ANTH 3170; ANTH 3186; ANTH 3188; ANTH 4130; ANTH 4132; ANTH 4134; ANTH 4144; ANTH 4146; ANTH 4155; ANTH 4170; or ANTH 4176)	3-4
Methods Course, choose one: (ANTH 3188; ANTH 4102; ANTH 3250)	4
Anthropology Capstone (ANTH 4184)	1
Anthropology Upper Division Electives	
Numbered 3000 or higher	9-12
Minor or Electives (12 of these hours must be at or above the 3000 level)	28

TOTAL **120**

No more than 4 individualized study hours (ANTH 4186 Internship, ANTH 4881 Independent Study, ANTH 4900 Directed Reading, ANTH 4983 Directed Research) count toward the BS in Anthropology. Other courses of appropriate content must be approved by the department.

Requirements for a Minor in ANTHROPOLOGY

Students with majors in other disciplines may complete a Minor in Anthropology.

Anthropology Minor requires 18 hours of Anthropology courses distributed among the following: ANTH 1102; either ANTH 2001 or 2002 or 2003; and 12 hours at the 3000-4000 level.

Minor in Latin American Studies

See Latin American Section of the Political Science Program for requirements for a Minor in Latin-American Studies.

Certificate in Cultural Resource Management

A. Eligibility

A "Certificate in Cultural Resource Management" can be completed by either an Anthropology major or a non-Anthropology major who has completed the appropriate prerequisite or core requisite courses. Note that any student who completes the certificate program will also earn a minor in Anthropology. Students can formally apply to enroll in the certificate program in the Department of Anthropology.

Prerequisites or core requisite courses (6 credit hours):

ANTH 1102 Introduction to Anthropology

ANTH 2001 Introduction to Archaeology

B. Requirements (19 credit hours):

ANTH 4181 Cultural Resources Management 3

ANTH 4102 Archaeological Field Research (offered in Summer) 4

ANTH 4186 Internship 3

One additional 4000-level Anthropology course relevant to CRM (See Anthropology Department faculty advisor for a complete list) 3

One Skills course in Business, Management, or Policy (See Appendix B), or a related course approved by an Anthropology Department faculty advisor. 3

One Skills course in History, Biology, or Geosciences (See Appendix C), or a related course approved by an Anthropology Department faculty advisor.

Certificate in Forensic Science

A. Eligibility

A "Certificate in Forensic Science" can be obtained by a student with any undergraduate major at UWG who has completed the appropriate courses.

B. Requirements (17 credit hours, minimum 5 courses)

Any two basic science courses from the list below:

BIOL 1010 Fundamentals of Biology 3/0/3 and BIOL 1010L Fundamentals of Biology Lab 0/2/1

BIOL 1107 Principles of Biology I 3/0/3 and BIOL 1107L Principles of Biology I Lab 0/3/1

BIOL 1108 Principles of Biology II 3/0/3 and BIOL 1108L Principles of Biology II Lab 0/3/1

CHEM 1100 Introductory Chemistry 3/0/3 and CHEM 1100L Introductory Chemistry Lab 0/3/1

CHEM 1151K Survey of Chemistry I 3/3/4

CHEM 1152K Survey of Chemistry II 3/3/4

CHEM 1211 Principles of Chemistry I 3/0/3 and CHEM 1211L Principles of Chemistry I Lab 0/3/1

CHEM 1212 Principles of Chemistry II 3/0/3 and CHEM 1212L Principles of Chemistry II Lab 0/3/1

At least one Forensic course from the list below:

ANTH 4125 Forensic Anthropology 3/0/3

CHEM 3130 Modern Forensic Science 3/0/3 (Does not count towards degree in Chemistry)

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE								
	DEPARTMENT:	Anthropology		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	
	PROGRAM:	BS Anthropology	COURSES	Demonstrate a broad base of anthropological knowledge	Compare the diversity of cultural practices through time and space	Analyze anthropological topics through oral and written communication	Collect and assess data using anthropological methods		
<p>1. Insert your Department (Ex: English, Education, Biology, Chemistry, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be</p>		1	ANTH 1102 Introduction to Anthropology	I	I	I	I		
		2	ANTH 1102 Introduction to Anthropology	I	I	I	I		
		3	ANTH 1102 Introduction to Anthropology	I	I	I	I		
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	ANTH 1102 Introduction to Anthropology	I	I	I	I	
		5	ANTH 1102 Introduction to Anthropology	I	I	I	I		
		6	ANTH 2001 Introduction to Archaeology	R	R	R	R		
		7	ANTH 2001 Introduction to Archaeology	R	R	R	R		
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	ANTH 2001 Introduction to Archaeology	R	R	R	R	
		9	ANTH 2001 Introduction to Archaeology	R	R	R	R		
		10	ANTH 2001 Introduction to Archaeology	R	R	R	R		
		11	ANTH 2002 Introduction to Cultural Anthropology	R	R	R	R		
		12	ANTH 2002 Introduction to Cultural Anthropology	R	R	R	R		
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13	ANTH 2002 Introduction to Cultural Anthropology	R	R	R	R	
		14	ANTH 2002 Introduction to Cultural Anthropology	R	R	R	R		
		15	ANTH 2002 Introduction to Cultural Anthropology	R	R	R	R		
		16	ANTH 2003 Introduction to Physical Anthropology	R	R	R	R		
		17	ANTH 2003 Introduction to Physical Anthropology	R	R	R	R		
		18	ANTH 2003 Introduction to Physical Anthropology	R	R	R	R		
		19	ANTH 2003 Introduction to Physical Anthropology	R	R	R	R		
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly		20	ANTH 2003 Introduction to Physical Anthropology	R	R	R	R	
		21	ANTH 3103 Archaeological Laboratory Methods					M	

I =
Introduc
ing
R =
Reinforc
ing
M =
Mastery

collecting Assessment Data in.	collect data. Other data may come from other sources such as surveys.	22	ANTH 3103 Archaeological Laboratory Methods					M	
		23	ANTH 3103 Archaeological Laboratory Methods					M	
		24	ANTH 3103 Archaeological Laboratory Methods					M	
		25	ANTH 3110 Human Osteology				R	M	
		26	ANTH 3110 Human Osteology				R	M	
		27	ANTH 3110 Human Osteology				R	M	
		28	ANTH 3110 Human Osteology				R	M	
		29	Anthropology: Local-Global Connections	M	M	M		R	
		30	ANTH 3180 Environmental Anthropology: Local-Global Connections	M	M	M		R	
		31	Anthropology: Local-Global Connections	M	M	M		R	
		32	Anthropology: Local-Global Connections	M	M	M		R	
		33							
		34							
		35							
		36							
		37							

2018-2019 Program Map – BS Anthropology			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1001/1111	3	Area D1	3
ANTH 1102	3	Area B1	3
Area D1 + Lab	4	Area E	3
XIDS 2002	2	ANTH 2001/2002/1105	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101 C or better Complete Area A2 Math Complete Lab Science Earn 15 or more credit hours 		<ul style="list-style-type: none"> Complete ENGL 1102 C or better Complete Non-lab science Complete Anth Sub-discipline course Earn 15 or more credit hours 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C	3	Area D2	3
ANTH elective	3	Area C	3
Area E	3	Area E	3
Area F elective	3	Area F elective	3
ANTH 2001/2002/1105	3	ANTH elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Complete Anth Sub-discipline course Earn 15 or more credit hours 		<ul style="list-style-type: none"> Earn 15 or more credit hours 	
YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ANTH (PHYS, CULT, ARCH* or Methods^)*	3	ANTH 4173 Language and Culture**	3
ANTH elective	3	ANTH (PHYS, CULT, or ARCH)*	3
Area E	3	ANTH elective	3
Minor/electives	3	Minor/electives	3
Minor/electives	3	Area F elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

- Complete at least 2 upper division ANTH courses.
- Begin minor/electives

- Continue taking upper division ANTH courses
- Continue minor/electives
- By Fall of Year 4, complete field school

YEAR 3 TERM 3 (SUMMER)	
Course	Credits
ANTH 3188, 4102, or 3250^	4
SEMESTER TOTAL	4

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ANTH 4184*** Capstone	1	ANTH (PHYS, CULT, or ARCH)*	3
ANTH 4100**** Anth Thought	3	Minor/electives	3
Minor/electives	3	Minor/electives	3
Minor/electives	1	Minor/electives	3
Minor/electives	3		
Minor/electives	3		
SEMESTER TOTAL	14	SEMESTER TOTAL	12
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Capstone • Continue progress toward ANTH requirements. • Continue minor/electives 		<ul style="list-style-type: none"> • Complete all required courses for major and (optional) minor or electives. 	

*At least one course is required in physical anthropology (PHYS), cultural anthropology (CULT), and archaeology (ARCH), taken from an approved list available on WolfWatch or by petition from an advisor. They may be taken any semester.

**ANTH 4173 is offered once per year. It may be taken in any semester of Year 3 or 4.

***ANTH 4184 is offered every Fall. It may be taken in Year 3 or 4.

****ANTH 4100 is offered once per year. It may be taken in any semester of Year 3 or 4.

^Most methods courses are offered in the summer. One is required for the major. Discuss which option is best with your advisor.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

2019-2020 Program Map – BS Anthropology

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1001/1111	3	Area D1	3
ANTH 1102	3	Area B1	3
Area D1 + Lab	4	Area E	3
XIDS 2002	2	ANTH 2001/2002/1105	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 C or better • Complete Area A2 Math • Complete Lab Science • Earn 15 or more credit hours 		<ul style="list-style-type: none"> • Complete ENGL 1102 C or better • Complete Non-lab science • Complete Anth Sub-discipline course • Earn 15 or more credit hours 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C	3	Area D2	3
ANTH elective	3	Area C	3
Area E	3	Area E	3
Area F elective	3	Area F elective	3
ANTH 2001/2002/1105	3	ANTH elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Anth Sub-discipline course • Earn 15 or more credit hours 		<ul style="list-style-type: none"> • Earn 15 or more credit hours 	
YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ANTH (PHYS, CULT, ARCH* or Methods^)*	3-4	ANTH 4173 Language and Culture**	3
ANTH elective	3	ANTH (PHYS, CULT, or ARCH)*	3-4
Area E	3	ANTH elective	3
Minor/electives	3	Minor/electives	3
Minor/electives	3	Area F elective	3
SEMESTER TOTAL	15-16	SEMESTER TOTAL	15-16
Milestones		Milestones	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

- Complete at least 2 upper division ANTH courses.
- Begin minor/electives

- Continue taking upper division ANTH courses
- Continue minor/electives
- By Fall of Year 4, complete field school

YEAR 3 TERM 3 (SUMMER)	
Course	Credits
ANTH Methods^	4
SEMESTER TOTAL	4

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ANTH 4184*** Capstone	1	ANTH (PHYS, CULT, or ARCH)*	3-4
ANTH 4100**** Anth Thought	3	Minor/electives	3
Minor/electives	3	Minor/electives	3
Minor/electives	1	Minor/electives	3
Minor/electives	3		
Minor/electives	3		
SEMESTER TOTAL	14	SEMESTER TOTAL	12-13
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Capstone • Continue progress toward ANTH requirements. • Continue minor/electives 		<ul style="list-style-type: none"> • Complete all required courses for major and (optional) minor or electives. 	

*At least one course is required in physical anthropology (PHYS), cultural anthropology (CULT), and archaeology (ARCH), taken from an approved list available on WolfWatch or by petition from an advisor. They may be taken any semester.

**ANTH 4173 is offered once per year. It may be taken in any semester of Year 3 or 4.

***ANTH 4184 is offered every Fall. It may be taken in Year 3 or 4.

****ANTH 4100 is offered once per year. It may be taken in any semester of Year 3 or 4.

^One methods courses is required for the major. Discuss which option is best with your advisor.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

ANTH - 4122 - Bioarchaeology

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* ANTH

Course Number* 4122

Course Title* Bioarchaeology

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Anthropology

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

Catalog Course Description* Bioarchaeology uses human remains to reconstruct the lifestyles of past individuals and populations. In this course, students will build a solid knowledge of methods used in the discipline for the discovery of remains and the reconstruction of subsistence, diet, disease, demography, trauma, and physical activity, and the contextual interpretations of results.

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Is this a General Education course?* Yes No

If yes, which area(s) (check all that apply):

- Area A
- Area B
- Area C
- Area D
- Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes Recall and describe the basic methods used in bioarcheology to discover and analyze human remains.
Analyze bioarchaeological data and reports of individual and collective population histories. Critically evaluate examples of bioarchaeological research published in articles and books through both, written and oral means of communication.
Discuss ethical responsibilities of bioarchaeological research.

Rationale* The course contributes to both physical anthropology and archaeology subdisciplines.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 0

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or Projected
Annual Enrollment*** 35

Attach syllabus* Syllabus has been attached - This is required

ANTH 4122 Bioarchaeology

Professor: Dr. Isabel S Maggiano

Office: Anthropology Rm. 5

e-mail: imaggian@westga.edu

Course Description:

Bioarchaeology uses human remains to reconstruct the lifestyles of past individuals and populations. In this course, students will build a solid knowledge of methods used in the discipline for the discovery of remains and the reconstruction of subsistence, diet, disease, demography, trauma, and physical activity, and the contextual interpretations of results. To introduce students to practical applications of bioarchaeological research, this course will evaluate peer-reviewed articles from Classic Maya archaeological populations.

Bioarchaeological interpretations will be explored through critical evaluations and in-class discussions. Students will learn the importance of thorough regional archaeological knowledge for any interpretation of bioarchaeological data and analyze the prospects and limitations of the field. Finally, this course will analyze and discuss important ethical considerations.

Learning Outcomes:

After taking this course, students should be able to:

- Recall and describe the basic methods used in bioarcheology to discover and analyze human remains.
- Analyze bioarchaeological data and reports of individual and collective population histories.
- Critically evaluate examples of bioarchaeological research published in articles and books through both, written and oral means of communication.
- Discuss ethical responsibilities of bioarchaeological research.

Required Readings:

Larsen, Clark Spencer (2015) *Bioarchaeology: Interpreting Behavior from the Human Skeleton*. 2nd Edition. Cambridge University Press: Cambridge.

All other readings will be provided on CourseDen as PDFs. The readings may be altered over the course of the semester. **Please read all listed references before the corresponding class day, so you are prepared to discuss them.**

Student Evaluation:

Assignment	Points Each (Total Points)/% of Total Grade
3 In-Class or At-Home Lab Assignments	20 (60) / 20%
6 Special Topic Reading Reports	5 (30) / 10%
Attendance and Participation	30 / 10%
In-Class Discussion Leader (Group Assignment)	20 / 7%
2 Exams	40 (80) / 26%
Final Paper Abstract	10 / 3%
Final Paper	50 / 16%
Final Paper Presentation	20 / 7%
TOTAL	300

Grading Scale:

You can check your general progress by comparing your score (your points divided by the total so far) against the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F <59. For a general guide to how you are doing in the class refer to grades returned in class or see the instructor during office hours. Do not request grades via email or phone; federal law will not permit the sharing of grade information through these media. Your performance will only be addressed with you.

Expectations:

- Attend class regularly (and be on time)
- Actively participate in class and class discussions
- Read the assignments **before** the day for which they are assigned AND bring associated readings to class as paper copies
- Take responsibility for making up material and obtaining information given in class in the case of absence
- Complete assignments in a timely manner
- No usage of cell phones during class unless otherwise instructed
- Bring up any questions either in class or during my office hours

Assignments Description:

IN-CLASS LABS AND AT-HOME LABS: Detailed instructions to follow.

SPECIAL TOPIC READING REPORTS: There will be seven peer-reviewed articles to be read during this course that we will use for our special topic discussions in class. Every student will participate once as a discussion leader together with a group of students (see instructions below). All other student needs to submit a reading report for each article. All reading reports should be submitted in assigned dropboxes on CourseDen. Reading reports need to be 250 words in length, with

approx. 200 words summarizing and 50 words critically evaluating the text. (You will not need to submit a reading report for the article you are presenting in class as a special topic discussion leader.)

IN-CLASS SPECIAL TOPIC DISCUSSION: Throughout the semester, we will have seven student-led special topic discussions (we will assign groups and topics during Week 1) about current peer-reviewed articles (posted in CourseDen). Groups of 3-5 students will initiate these discussions by presenting a power point, leading into a guided discussion of the special topic. The purpose is to read and evaluate, and to deepen our understanding of current foci and key issues in bioarchaeology and to practice our critical thinking skills. Groups are required to submit a presentation draft to me the Monday of the same week, so I can provide feedback, if necessary. In-class discussions will take place on Thursdays.

Presentations need to be approx. 15-20 minutes long, and include visual aids (e.g., PowerPoint slides, Archive Videos). Your presentation should be structured according to the following guidelines:

1. Identify the author's name, article title, and the topic of the piece (1 slide)
2. State the central argument of the piece (1-2 slides)
3. Summarize any given background information (1-2 slides)
4. Review the author's method(s) used to build a hypothesis and present her/his hypotheses (1-2 slides)
5. Present evidence the author uses to uphold the argument (>2 slides)
6. Summarize the author's conclusions (1-2 slides)
7. Include two questions for the class to promote a discussion about the research. Discussion questions could, e.g. critically evaluate the merits and shortcomings of the methods, findings, and interpretation presented in the paper, and its significance for important theoretical debates (1 slide)

NOTE: Any terms or concepts that are new to you will require background research on your part. If pertinent to an understanding of the paper, present this information to the class. You will be graded on the detail you use in describing and evaluating the methodology used in the paper and whether or not the conclusions are warranted, as well as: poise, clarity, creativity, organization and your ability to answer questions about the paper and topic.

ATTENDENCE AND CLASS PARTICIPATION: You are expected to complete readings in advance and come prepared to contribute to class discussions. It is equally important for you to attend and participate during lectures, class sessions, in-class discussions, in-class lab activities, and work in small groups. To finish this course successfully, you will have to participate in all class activities. Please note how absences are defined: 1) not coming to class, 2) arriving late to class, 3) leaving class early, 4) sleeping or doing other non-class related activities during class. You are permitted two unexcused absences. After two, I will start deducting points from your grade.

If you miss class, it is your responsibility to get the notes from a classmate. No notes or power-points will be provided for the course. All assignments are due on time unless you can present your instructor with documentation verifying an excuse (medical, automobile, etc.). Late work

will not be accepted without documentation from an official source (doctor, police, school representative, etc.). Make-up exams are at the instructor's discretion with official documentation, only.

FINAL PAPER: You will be selecting your own topic for your final paper, within the guidelines that it must be focused on a bioarchaeological topic. Examples are critical examinations of a specific case study, or an exploration of ethics in bioarchaeology. There are many more!

Final papers must have a minimum of 6-8 pages, must be typed, title paged, double-spaced with 1-inch margins, Times New Roman, 12 font, page numbers lower right, and must be stapled. They must follow the AJPA (American Journal of Physical Anthropology) citation formatting (see the online guide). To support your paper and provide sufficient analysis, you must have a minimum of five peer-reviewed sources for your paper; internet websites, blogs, or popular articles are not acceptable sources. Failure to cite properly constitutes plagiarism. Whenever you relate an idea that is not your own, you must provide a citation, whether or not you are paraphrasing. You should not need to use direct quotation in a paper like this. Your paper must have Tables/Figures as part of the display of information. Both, figures and tables require parenthetical citation at the end of the first sentence addressing them in the text, like this: (Figure 1). They also both need a caption; figure captions belong below the figure, table captions belong on top of the table. Please make ample use of office hours or class time for questions to clear technical writing if this is unfamiliar to you.

EXAMS: There will be two exams, each based on material covered during previous class meetings and in your readings. Exams may include multiple choice, short answer and/or longer discussion questions. The first exam will cover material addressed during the first half of the course, and the second exam will cover material addressed during the second half, unless otherwise announced. However, although the second exam will not be explicitly cumulative, it will rely on foundational knowledge developed throughout the first half of the semester. Exams will draw heavily from lectures and readings, so to do well you must attend class and keep up with the reading assignments. Not everything you need to know will be on a PowerPoint. PowerPoints are meant to be guides only and do not replace your own note-taking and attentiveness in class and your at-home reading. **NOTE:** Make-up exams require valid university-approved excuses and you must schedule your make up exam **BEFORE** the test date.

Academic Misconduct:

As a student of the University of West Georgia, you should be familiar with the Academic Integrity and Honor Code Pledge. Please work independently on all assignments unless they are clearly identified as cooperative assignments. Be sure all work is in your own words and from the scope of the course (you may not turn in other papers or assignments done for other courses). If you borrow ideas or words from others, you must cite them appropriately. Please also cite all information used in assignments that is not considered “common knowledge”. Failure to do so is a form of plagiarism and a form of student misconduct.

Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc. will be considered plagiarism unless sources are properly cited. Some excellent examples of [how you can avoid plagiarism](#) are located under this link, along with a tutorial.

All Students Please Note:

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in [the Common Language for Course Syllabi documentation](#).

Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Web Course Tools and Student Support:

Open your web browser and go to this link for [web course tools and student support](#). Use your username and password to login. Select on this course to access class materials, news and other relevant information. Always discuss concerns with your instructor as soon as they arise in order to seek the quickest assistance. For additional support see [Student Services](#), or the [Center for Academic Success](#) in Room 200 of the University Community Center (UCC), 678-839-6280. If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online Counseling](#) is also available for online students.

Students in Need of Accommodation:

It is federal and university policy to provide reasonable accommodations to students with documented disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the [Accessibilities Services Office](#) in Room 123 Row Hall (phone: 678.839.6428/ fax: 678.839.6429).

Note: Every effort will be made to follow this syllabus, however to accommodate unforeseen needs of students or the instructor it is subject to change. No changes will be made without informing the class with enough time to accommodate them.

Course Topics and Required Readings

Week 1: Introduction to Bioarcheology

- Larsen Chapter 1
- Buikstra, J.E. 2006a. A historical introduction. In: *Bioarchaeology: The Contextual Analysis of Human Remains*, J.E. Buikstra and L.A. Beck, eds., Academic Press, pp. 7-26.

Week 2: Classic Maya Archaeology

- Sierra Sosa T, Cucina A, Price D, Burton JH (2014) Maya coastal production, exchange, lifestyle, and population mobility: a view from the port of Xcambó. *Ancient Mesoamerica* 25(1): 221-238
- Sierra Sosa T.N. (2015) Xcambo and Its Commercial Dynamics Within the Framework of the Maya Area. In: Cucina A. (eds) *Archaeology and Bioarchaeology of Population Movement among the Prehispanic Maya*. SpringerBriefs in Archaeology. Springer, Cham

Week 3: Excavation and Taphonomy

- Stodder ALW (2008) Taphonomy and the nature of archaeological assemblages. In Katzenberg MA and Saunders SR (2008) *Biological anthropology of the human skeleton*, 2nd edition, Wiley, pp. 71-114

Week 4: The human skeleton and ethics

- Larsen Chapter 11
- Walker PL (2008) Bioarchaeological ethics: A historical perspective on the value of human remains. In: Katzenberg MA and Saunders SR (2008) *Biological anthropology of the human skeleton*, 2nd edition, Wiley, pp. 3-40
- Buikstra, J.E. 2006b. Repatriation and bioarchaeology: Challenges and opportunities. In: *Bioarchaeology: The Contextual Analysis of Human Remains*, J.E. Buikstra and L.A. Beck, eds., Academic Press, pp. 389-416.

Week 5: Palaeodemographics

- Larsen Chapter 10
- Van Gerven, DP, Armelagos GJ (1983) "Farewell to Palaeodemography?" Rumors of its death have been greatly exaggerated. *Journal of Human Evolution* 121:353-360

Week 6: Stress and deprivation during growth and development and adulthood

- Larsen Chapter 2
- Reitsema LJ and Kyle B (2014) Reconciling "stress" and "health" in physical anthropology: What can bioarchaeologists learn from other disciplines? *AJPA* 155:181-185

Week 7: Infectious diseases

- Larsen Chapter 3
- Wood, JW, George R. Milner, Henry C. Harpending, and Kenneth M. Weiss (1992) The osteological paradox: Problems of inferring health from skeletal samples. *Current Anthropology* 33(4): 343-370.
- Schultz M (2001) Paleohistopathology of Bone: A New Approach to the Study of Ancient Diseases. *AJPA* 44:106 –147

Week 8: Injury and violence

- Larsen Chapter 4

Week 9 and 10: Activity patterns

- Larsen Chapter 5
- Maggiano et al. (2008) Cross-sectional analysis of long bones, occupational activities and long-distance trade of the Classic Maya from Xcambó--archaeological and osteological evidence. *AJPA* 136(4):470-7.

Week 10: Subsistence and diet

- Larsen Chapter 8
- Katzenberg, M.A. 2008. Stable isotope analysis: A tool for studying past diet, demography, and life history. In: *Biological Anthropology of the Human Skeleton*, 2nd ed., M.A. Katzenberg and S.R. Saunders, eds., Wiley, pp. 413-442
- Price T.D., et al. (2015) Strontium Isotopes and the Study of Human Mobility Among the Ancient Maya. In: Cucina A. (eds) *Archaeology and Bioarchaeology of Population Movement among the Prehispanic Maya*. SpringerBriefs in Archaeology. Springer, Cham

Week 11: Body modification

- Duncan WN and Hofling CA (2011) Why the head? Cranial Modification as protection and ensoulment among the Maya. *Ancient Mesoamerica* 22(1):199-210
- Tiesler V. (2015) Shifts in Artificial Head Forms, Population Movements, and Ethnicity Among the Postclassic Maya. In: Cucina A. (eds) *Archaeology and Bioarchaeology of Population Movement among the Prehispanic Maya*. SpringerBriefs in Archaeology. Springer, Cham

Week 12: Maya Rulers

- Tiesler, V., Pacheco, A., & Cucina, A. (2004) Who was the Red Queen? Identity of the female Maya dignitary from the sarcophagus tomb of Temple XIII, Palenque, Mexico. *Homo*, 55(1–2), 65–76.

- Guenter S. The tomb of K'inich Janaab Pakal: The temple of the inscriptions at Palenque. Mesoweb Articles.

Week 13: Current developments and the future of bioarchaeology

- Agarwal, S.C. and B.A. Glencross. 2011. Building a social bioarchaeology. In: Social Bioarchaeology, S.C. Agarwal and B.A. Glencross, eds., Wiley-Blackwell, pp. 1-12

Week 14: Student Presentations

Week 15: Student Presentations

ANTH - 4885 - Special Topics

2019-2020 Undergraduate Revise Course Request

Curriculum Proposal

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

If other, please identify.

Course Prefix* ANTH

Course Number* 4885

Course Title* Special Topics

Long Course Title

Lec Hrs* 1.0 - 4.0

Credit Hrs* 1.0 - 4.0

Lab Hrs* 0

Course Type* Anthropology

College - School/ Department* Department of Anthropology

Catalog Course Description* Individual topics in anthropology.

Frequency 1

Grading* Undergraduate Standard Letter

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Student

Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - Is this course repeatable for credit?* Yes No

If yes, how many times?* 21

Modification Comments* Changed from 1-3 credit hours to 1-4 credit hours. Students can take up to 21 credit hours of this course for credit toward the major.

Present or Projected Annual Enrollment* 5

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 22854

FORL - 4501 - Foundations of Language Development

2019-2020 Undergraduate Revise Course Request

Curriculum Proposal

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

If other, please identify.

Course Prefix* FORL **Course Number*** 4501

Course Title* Foundations of Language Development

Long Course Title

Lec Hrs* 0

Credit Hrs* 3

Lab Hrs* 0

Course Type* Foreign Languages

College - School/Department* Department of Foreign Languages and Literatures

Catalog Course Description* This course is designed primarily for future and novice language teachers, introduces students to theories of first and second language development as observed in a minimum of 20 hours of field experience in a P-5 school. It is a requirement for all students completing the P-12 initial certification track in French and Spanish.

Frequency

Grading* Undergraduate Standard Letter

Revised Prerequisites Teacher Education Admission TE and Educ.Field Experience Appl FE

Revised Corequisites

Revised Cross-listing

Revised Student Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - Is this course repeatable for credit? Yes No

If yes, how many times?

Modification Comments* The change in catalog description and course content are necessary due to changes in GaPSC (Professional Standards Commission) requirements. All teacher ed candidates are required to acquire field experience in P-5, middle, and high school settings. The change to FORL 4501 will include the P-5 field experience.

Present or Projected Annual Enrollment* 7

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* rkilpatr@westga.edu

Nursing, Pre-licensure Track, Carrollton, BSN

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

If other, please identify. Acceptable nursing social science Core F elective.

Program Name* Nursing, Pre-licensure Track, Carrollton, BSN

Program ID* 1916

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science in Nursing

College - School/Department* Tanner Health System School of Nursing

Program Description* The BSN Program pre-licensure track requires 123 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

Modification Comments PSYC 1030 was acceptable in a previous catalog and needs to be re-instituted as an appropriate Nursing Core F social science elective.

Rationale* PSYC 1030 is an experiential exploration through personal interactions and is designed to encourage learner development of sensitivity to feelings, attitudes, and beliefs of one's self and others. This content is integral to the competence of students and nurses. The profession of nursing has nurses who are culturally aware and competent in the delivery of patient care to diverse populations.

Desired Effective Semester* Summer

Desired Effective Year* 2019

Is the addition/change

related to core,
honors, or XIDS
courses* Yes
 No

Is this a School of
Nursing Program?* Yes No

Is this a College of
Education Program?* Yes No

Program Location*
Carrollton

Prospective
Curriculum*

Curriculum

Core Curriculum, Areas A, B, C, E:

Core Curriculum These are available in the Core Curriculum Guide in the Undergraduate Student Catalog. Additionally:

Core Area D, to be completed as follows: 11 Hours

BIOL 1107 Principles of Biology I
[Right] (and)
BIOL 1108 Principles of Biology II
[After] (or)
[Right] with labs
CHEM 1151K Survey of Chemistry I
[Right] (and)
CHEM 1152K Survey of Chemistry II
[After] (or)
[Right] with labs
CHEM 1211 Principles of Chemistry I
[Right] (and)
CHEM 1212 Principles of Chemistry II
[After] (or)
[Right] with labs
PHYS 1111 Introductory Physics I
[Right] (and)
PHYS 1112 Introductory Physics II
[After]
[Right] with labs
[Left] with
MATH 2063 Introductory Statistics

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I
Laboratory
 [Right] (and)
BIOL 2022 Human Anatomy and Physiology II
BIOL 2022L Human Anatomy and Physiology II
Laboratory
 [After] (and)
BIOL 2030 Medical Microbiology
BIOL 2030L Medical Microbiology Laboratory
 [After] (and)
 [After] 6 credit hours of social science electives or lower
 division NURS 6 **Student may not use the same
 PSYC or SOCI course to fulfill both Area E and
 Area F requirements.

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I
Laboratory
 [Right] (and)
BIOL 2022 Human Anatomy and Physiology II
BIOL 2022L Human Anatomy and Physiology II
Laboratory
 [Right] (and)
BIOL 2030 Medical Microbiology
BIOL 2030L Medical Microbiology Laboratory
 [Right] (and)
 [Left] **
PSYC 1101 Introduction to General Psychology
 [After] (or)
 [Right] (eCore)
 [Left] **
SOCI 1101 Introductory Sociology
 [Right] (eCore)
 [After] (or)
 [Left] **
SOCI 1160 Introduction to Social Problems
NURS 2101 Pathophysiology and Pharmacology I
 [After] **Student may not use the same PSYC or SOCI
 course to fulfill both Area E and Area F
 requirements.

Pre-licensure BSN Track

In addition to the Core Curriculum requirements (57 semester hours) as specified in the
 UWG Undergraduate Catalog, pre-licensure BSN students must complete the following
 nursing courses (66 semester hours):

Carrollton BSN Program Pre-Licensure Track (6 Semesters) Summer 2017 & Earlier

Six semesters - 66 credit hours

First Semester

(Summer - 6 semester hours)

**NURS 2101 Pathophysiology and Pharmacology I
[Right] - Counts in Area F
NURS 3000 Holistic Health Assessment**

Second Semester

(Fall - 15 semester hours)

**NURS 2102 Pathophysiology and Pharmacology II
[Right] - Counts in Area F
NURS 3101 Professional Nursing Concept I
NURS 3201 Health Care of the Client I
NURS 3301 Clinical Practice I**

Third Semester

(Spring - 15 semester hours)

**NURS 3102 Professional Nursing Concepts II
NURS 3202 Health Care of the Client II
NURS 3302 Clinical Practice II
NURS 3400 Nursing Research and Evidence-Based
Practice**

Fourth Semester

(Summer - 1 semester hour)

**NURS 3303 Competency-Based Clinical
Performance**

Fifth Semester

(Fall - 14 semester hours)

**NURS 4101 Professional Nursing Concepts III
NURS 4201 Health Care of the Client III
NURS 4300 Clinical Specialty Practice
NURS 4301 Clinical Practice III**

Sixth Semester

(Spring - 15 semester hours)

NURS 4000 Preparation for Nursing Licensure
NURS 4102 Professional Nursing Concepts IV
NURS 4202 Health Care of the Client IV
NURS 4302 Clinical Practice IV

Carrollton BSN Program Pre-Licensure Track (6 Semesters) Starting Summer 2018

Six semesters - 66 credit hours

First Semester

(Summer - 6 semester hours)

NURS 2101 Pathophysiology and Pharmacology I
[Right] - counts in Area F
NURS 3000 Holistic Health Assessment

Second Semester

(Fall - 15 semester hours)

NURS 3100 Pathophysiology & Pharmacology II
NURS 3101 Professional Nursing Concept I
NURS 3201 Health Care of the Client I
NURS 3301 Clinical Practice I

Third Semester

(Spring - 15 semester hours)

NURS 3102 Professional Nursing Concepts II
NURS 3202 Health Care of the Client II
NURS 3302 Clinical Practice II
**NURS 3400 Nursing Research and Evidence-Based
Practice**

Fourth Semester

(Summer - 1 semester hour)

**NURS 3303 Competency-Based Clinical
Performance**

Fifth Semester

(Fall - 14 semester hours)

- NURS 4101 Professional Nursing Concepts III**
- NURS 4201 Health Care of the Client III**
- NURS 4300 Clinical Specialty Practice**
- NURS 4301 Clinical Practice III**

Sixth Semester

(Spring - 15 semester hours)

- NURS 4000 Preparation for Nursing Licensure**
- NURS 4102 Professional Nursing Concepts IV**
- NURS 4202 Health Care of the Client IV**
- NURS 4302 Clinical Practice IV**

Check all that apply to this program*

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

Comments

Is Senate Review required?*

- Yes
- No

Nursing, Pre-Licensure Track, Newnan, BSN

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

If other, please identify. Acceptance of two nursing Core F courses.

Program Name* Nursing, Pre-Licensure Track, Newnan, BSN

Program ID* 1927

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science in Nursing

College - School/ Department* Tanner Health System School of Nursing

Program Description* The BSN Program pre-licensure track requires 123 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

Modification Comments Current Core F courses acceptable to the Nursing, Pre-Licensure Track, Carrollton and Newnan, BSN need to be updated to include the following courses:

PSYC 1030 Personal Relationships

Rationale* PSYC 1030 was acceptable in a previous catalog and needs to be re-instituted as appropriate Nursing Core F social science electives.

PSYC 1030 is an experiential exploration through personal interactions and is designed to encourage learner development of sensitivity to feelings, attitudes and beliefs of one's self and others. This content is integral to the competence of students and nurses. The profession of nursing has nurses who are culturally aware and competent in the delivery of patient care to diverse populations.

Is the addition/change related to core, honors, or XIDS courses* Yes No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Newnan

Prospective Curriculum*

Curriculum

Core Curriculum, Areas A, B, C, E:

Core Curriculum These are available in the Core Curriculum Guide in the Undergraduate Student Catalog. Additionally:

Core Area D, to be completed as follows: 11 Hours

- BIOL 1107 Principles of Biology I
- [Right] (and)
- BIOL 1108 Principles of Biology II
- [After] (or)
- [Right] with labs
- CHEM 1151K Survey of Chemistry I
- [Right] (and)
- CHEM 1152K Survey of Chemistry II
- [After] (or)
- [Right] with labs
- CHEM 1211 Principles of Chemistry I
- [Right] (and)
- CHEM 1212 Principles of Chemistry II
- [After] (or)
- [Right] with labs
- PHYS 1111 Introductory Physics I
- [Right] (and)
- PHYS 1112 Introductory Physics II
- [After]
- [Right] with labs
- [Left] with
- MATH 2063 Introductory Statistics

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I
Laboratory
[Right] (and)
BIOL 2022 Human Anatomy and Physiology II
BIOL 2022L Human Anatomy and Physiology II
Laboratory
[After] (and)
BIOL 2030 Medical Microbiology
BIOL 2030L Medical Microbiology Laboratory
[After] (and)
[After] 6 credit hours of social science electives or lower
division NURS 6 **Student may not use the same
PSYC or SOCI course to fulfill both Area E and
Area F requirements.

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I
Laboratory
[Right] (and)
BIOL 2022 Human Anatomy and Physiology II
BIOL 2022L Human Anatomy and Physiology II
Laboratory
[Right] (and)
BIOL 2030 Medical Microbiology
BIOL 2030L Medical Microbiology Laboratory
[Right] (and)
[Left] **
PSYC 1101 Introduction to General Psychology
[Right] (eCore)
[Right] (or)
[Left] **
SOCI 1101 Introductory Sociology
[Right] (eCore)
[Right] (or)
[Left] **
SOCI 1160 Introduction to Social Problems
NURS 2101 Pathophysiology and Pharmacology I
[After] ** Students may not use the same PSYC or SOCI
course to fulfill both Area E and Area F
requirements.

Pre-Licensure Track

In addition to the Core Curriculum requirements (57 semester hours) as specified in the UWG Undergraduate Catalog, pre-licensure BSN students must complete the following nursing courses (66 semester hours):

Newnan BSN Program Pre-Licensure Track (8 Semesters) Summer 2017 & Earlier

8 Semesters - 66 Credit Hours

First Semester

(Summer - 6 semester hours)

**NURS 2101 Pathophysiology and Pharmacology I
[Right] - counts in Area F
NURS 3101 Professional Nursing Concept I**

Second Semester

(Fall - 8 semester hours)

**NURS 3000 Holistic Health Assessment
NURS 3100 Pathophysiology & Pharmacology II
NURS 3102 Professional Nursing Concepts II**

Third Semester

(Spring - 9 semester hours)

**NURS 3201 Health Care of the Client I
NURS 3301 Clinical Practice I**

Fourth Semester

(Summer - 5 semester hours)

**NURS 3400 Nursing Research and Evidence-Based
Practice
NURS 4101 Professional Nursing Concepts III**

Fifth Semester

(Fall - 10 semester hours)

**NURS 3202 Health Care of the Client II
NURS 3302 Clinical Practice II**

Sixth Semester

(Spring - 10 semester hours)

NURS 3303 Competency-Based Clinical Performance
NURS 4201 Health Care of the Client III
NURS 4301 Clinical Practice III

Seventh Semester

(Summer - 5 semester hours)

NURS 4301 Clinical Practice III
NURS 4300 Clinical Specialty Practice

Eighth Semester

(Fall - 13 semester hours)

NURS 4000 Preparation for Nursing Licensure
NURS 4202 Health Care of the Client IV
NURS 4302 Clinical Practice IV

Newnan BSN Program Pre-Licensure Track (8 Semesters) Starting Summer 2018

8 Semesters - 66 Credit Hours

First Semester

(Summer - 6 semester hours)

NURS 2101 Pathophysiology and Pharmacology I
[Right] - counts in Area F
NURS 3101 Professional Nursing Concept I

Second Semester

(Fall -8 semester hours)

NURS 2102 Pathophysiology and Pharmacology II
NURS 3000 Holistic Health Assessment
NURS 3102 Professional Nursing Concepts II

Third Semester

(Spring - 9 semester hours)

NURS 3201 Health Care of the Client I
NURS 3301 Clinical Practice I

Fourth Semester

(Summer - 5 semester hours)

NURS 3400 Nursing Research and Evidence-Based Practice
NURS 4101 Professional Nursing Concepts III

Fifth Semester

(Fall - 10 semester hours)

NURS 3202 Health Care of the Client II
NURS 3302 Clinical Practice II

Sixth Semester

(Spring - 10 semester hours)

NURS 3303 Competency-Based Clinical Performance
NURS 4201 Health Care of the Client III
NURS 4301 Clinical Practice III

Seventh Semester

(Summer - 5 semester hours)

NURS 4301 Clinical Practice III
NURS 4300 Clinical Specialty Practice

Eighth Semester

(Fall - 13 semester hours)

NURS 4000 Preparation for Nursing Licensure
NURS 4202 Health Care of the Client IV
NURS 4302 Clinical Practice IV

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered

- Change in credit hours required to complete the program
- None of these apply

Comments Adding two acceptable nursing Core F social science electives.

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

University of West Georgia
Semester Core Curriculum
Undecided Health – Nursing Interest

The following core guide is meant to display the list of possible/required courses for students pursuing a BSN at the University of West Georgia. Students using this guide should also refer to the UWG Undergraduate Catalog regarding core policies. Courses that are available online have been identified, and equivalent course numbers have been provided. If you are ever uncertain of choice for core, please contact your advisor at the School of Nursing.

Area A

Essential Skills - 9 credit hours	Credit Hrs
ENGL 1101 English Composition I (eCore)	3
ENGL 1102 English Composition II (eCore)	3
Nursing majors take either MATH 1001 or MATH 1111.	
MATH 1001 Quant Skills and Reasoning (1101 eCore)	3
MATH 1111 College Algebra (eCore)	3

Note: Math 1113 Precalculus and Math 1634 Calculus are acceptable. Grades of C or better are required in both English courses; Grade of C or better required in Area A Math in order to take MATH 2063 (see next pg).

Area B

Institutional Priorities 4-5 hours. (Students may take any combination of courses as long as one is from category 1 & the total is 4hrs for science majors).

Category 1: Oral Communication: Choose one of the following:

ART 2000 Oral Communication & the Visual Arts	3
COMM 1110 Public Speaking	3
COMM 1100 Human Communication (eCore /transfer)	3
ENGL 2000 American Speech	3
ENGL 2050 Self-Staging: Oral Comm. in Daily Life	3
PHIL 2020 Critical Thinking	3
THEA 2050 Self-Staging: Oral Comm. in Daily Life	3
XIDS 1004 Oral and Technological Communication	4
FOR LANG 1001 or 1002 (French, German, Spanish)	3

Category 2. Other Institutional Priorities: Choose one of the following:

ANTH 1100 Faces of Culture	2
BUSA 1900 Surfing the Internet for Success	2

CS 1000 Practical Computing	1
CS 1020 Computers & Society (95% online)	2
LIBR 2100 Info Literacy & Research (95 % online)	2
MUSC 1110 Survey of World Music	2
XIDS 2001 What Do You Really Know About...	1
XIDS 2002 What Do You Really Know About...	2

Area C – Humanities and Fine Arts – 6 credit hours

Category 1: Fine Arts (Choose one)

XIDS 2100 Arts & Ideas (various topics)	3
ART 1201 Introduction to Art	3
ART 2201 History of Western Art I (offered online)	3
ART 2202 History of Western Art II	3
ENGL 2060 Intro to Creative Writing	3
FILM 2080 Intro to the Art of Film	3
MUSC 1100 Music Appreciation	3
MUSC 1120 Survey of Jazz, Rock, & Popular Music	3
THEA 1100 Theatre Appreciation	3

Category 2: Humanities (Choose one)

XIDS 2100 Arts & Ideas (various topics)	3
COMM 1154 Introduction to Mass Communications	3
ENGL 2110 World Literature (2111 eCore)	3
ENGL 2120 British Literature	3
ENGL 2130 American Literature (2132 eCore)	3
ENGL 2160 Philosophy and Literature	3
ENGL 2180 Studies in African-American Literature	3
ENGL 2190 Studies in Literature by Women	3
FOR LANG 1001, 1002, 2001, 2002 (eCore -SPAN 2001/2)	3
FORL 2200 Survey of National Literatures	3
FORL 2300 Topics in National Literatures	3
PHIL 2010 Introduction to Philosophy (1001 eCore)	3
PHIL 2030 Introduction to Ethics	3

**XIDS 2100 Can only be used in one Area C Category*

Area D

Option III for Nursing Majors

Category 1: Laboratory science sequence (Choose one Sequence)

BIOL 1107/L	Principles of Biology I w/Lab	4
BIOL 1108/L	Principles of Biology II w/Lab	4
-OR-		
*CHEM 1151K	Survey of Chemistry I w/Lab	4
CHEM 1152K	Survey of Chemistry II w/Lab	4
-OR-		
**CHEM 1211K	Principles of Chemistry I w/Lab (eCore)	4
CHEM 1212K	Principles of Chemistry II w/Lab (eCore)	4
-OR-		
PHYS 1111/L	Introductory Physics I w/Lab	4
PHYS 1112/L	Introductory Physics II w/Lab	4

*Pre/co-requisite MATH 1111 (if taken as a co-req, must register for MATH 1111 1st)

**Pre/co-requisite MATH 1113 (pre-calc)

Category 2: MATH 2063 Applied Statistics (1401 eCore) 3

Area E

Social Sciences 12 hours

1. One required from the following two: World History

HIST* 1111 Survey of World History/Civ I (eCore) 3

HIST* 1112 Survey of World History/Civ II 3

2. One required from the following two: American/GA History

HIST* 2111 United States History I (to 1865; eCore) 3

HIST* 2112 United States History II (since 1865) 3

Note: *Students may exempt HIST 2111 or HIST 2112 by examination. If the course is exempted however, an additional 3 hours are to be taken from area #4 of area E.

3. The following is required: American/Georgia Government

POLS 1101 American Government (eCore) 3

If course taken out-of-state, must fulfill Ga. History/Constitution requirement (contact Academic Testing Services @ UWG)

4. One required from the following:

Social Science Elective Courses

ANTH 1102	Introduction to Anthropology	3
ECON 2100	Economics for Everyone	3
ECON 2105	Principles of Macroeconomics	3
ECON 2106	Principles of Microeconomics	3
GEOG 1013	World Geography	3
GEOG 2503	Cultural Geography	3
PHIL 2130	Intro to World Religions	3
POLS 2201	State and Local Government	3
*PSYC 1101	Introduction to General Psychology (eCore)	3
*SOC 1101	Introduction to Sociology (eCore)	3
*SOC 1160	Introduction to Social Problems	3
XIDS 2300	Interdisciplinary Studies in the Soc Sci	3
XIDS 2301	Introduction to Global Studies	3

*Students may not use the same PSYC or SOC course to fulfill both Area E and Area F requirements.

Area F

Nursing Requirements 18 hours: All required.

*BIOL 2021/L Anatomy & Physiology I w/Lab 4

*BIOL 2022/L Anatomy & Physiology II w/Lab 4

*BIOL 2030/L Medical Microbiology w/Lab 4

**PSYC 1101 Introduction to General Psychology (eCore); or SOC 1101: Introduction to Sociology (eCore); or SOC 1160: Introduction to Social Problems 3

Nursing Course Taken in BSN Program:

NURS 2101 Pathophys/Pharm I 3

*Students should consult with advisor and/or review Undergraduate Catalog for Area F Prerequisites. Grade of C or better required in all Area F courses.

**Students may not use the same PSYC or SOC course to fulfill both Area E and Area F requirements.

*The courses that have the "eCore" label are also offered via eCore in addition to face to face.

University of West Georgia, Tanner Health System School of Nursing Curriculum & Plan of Study

CARROLLTON Campus Full-Time 6 Semesters – 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (15 hours)	Spring 1 (15 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3)	NURS 3100 Patho/Pharm II (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3) NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)	NURS 3102 Prof Nsg Concepts II (2-0-2) NURS 3202 Health Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6) NURS 3400 Nsg Rsch & EBP (3-0-3)
Summer 2 (1 hour)	Fall 2 (14 hours)	Spring 2 (15 hours)
NURS 3303 Comp. Based Clinical (0-2-1)	NURS 4101 Prof Nsg Concepts III (2-0-2) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice III (0-10-5)	NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4000 NCLEX Preparation (1-0-1)

NEWNAN Campus Part-Time 8 Semesters – 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (8 hours)	Spring 1 (9 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 3100 Patho/Pharm II (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3102 Prof Nsg Concepts II (2-0-2)	NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)
Summer 2 (5 hours)	Fall 2 (10 hours)	Spring 2 (10 hours)
NURS 3400 Nsg Rsch & EBP (3-0-3) NURS 4101 Prof Nsg Concepts III (2-0-2)	NURS 3202 Hlth Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6)	NURS 3303 Comp. Based Clinical (0-2-1) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4301 Clinical Practice III (0-10-5)
Summer 3 (5 hours)	Fall (13 hours)	
NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4300 Clinical Specialty Pract (0-6-3)	NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4000 NCLEX Preparation (1-0-1)	

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

Nursing, RN to BSN Track, BSN

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify. Acceptable nursing program social science Core F course.

Program Name* Nursing, RN to BSN Track, BSN

Program ID* 1928

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science in Nursing

College - School/Department* Tanner Health System School of Nursing

Program Description* The BSN Program RN to BSN track requires 120 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

Modification Comments PSYC 1030 was acceptable in a previous catalog and needs to be re-instituted as an appropriate Nursing Core F social science elective.

Rationale* PSYC 1030 is an experiential exploration through personal interactions and is designed to encourage learner development of sensitivity to feelings, attitudes, and beliefs in one's self and others. This content is integral to the competence of students and nurses. The profession of nursing has nurses who are culturally aware and competent in the delivery of patient care to diverse populations.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is the addition/change

related to core, honors, or XIDS courses* Yes No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton Newnan

Prospective Curriculum*

Curriculum

Core Curriculum, Areas A, B, C, E:

Core Curriculum These are available in the Core Curriculum Guide in the Undergraduate Student Catalog. Additionally:

Core Area D, to be completed as follows: 11 Hours

- BIOL 1107 Principles of Biology I
- [Right] (and)
- BIOL 1108 Principles of Biology II
- [After] (or)
- [Right] with labs
- CHEM 1151K Survey of Chemistry I
- [Right] (and)
- CHEM 1152K Survey of Chemistry II
- [After] (or)
- [Right] with labs
- CHEM 1211 Principles of Chemistry I
- [Right] (and)
- CHEM 1212 Principles of Chemistry II
- [After] (or)
- [Right] with labs
- PHYS 1111 Introductory Physics I
- [Right] (and)
- PHYS 1112 Introductory Physics II
- [After]
- [Right] with labs
- [Left] with
- MATH 2063 Introductory Statistics

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I
Laboratory
[Right] (and)
BIOL 2022 Human Anatomy and Physiology II
BIOL 2022L Human Anatomy and Physiology II
Laboratory
[After] (and)
BIOL 2030 Medical Microbiology
BIOL 2030L Medical Microbiology Laboratory
[After] (and)
[After] 6 credit hours of social science electives or lower
division NURS 6 **Student may not use the same
PSYC or SOCI course to fulfill both Area E and
Area F requirements.

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I
Laboratory
[Right] (and)
BIOL 2022 Human Anatomy and Physiology II
BIOL 2022L Human Anatomy and Physiology II
Laboratory
[Right] (and)
BIOL 2030 Medical Microbiology
BIOL 2030L Medical Microbiology Laboratory
[After] (and)
[After] 6 credit hours of social science electives or lower
division NURS 6 **Students may not use the same
PSYC or SOCI course to fulfill both Area E and
Area F requirements.

RN to BSN Track

RN to BSN courses are offered 100% online. Program admission is for Fall semester each year. The professional sequence may be completed in two semesters. In addition to the Core Curriculum requirements (60 semester hours) as specified in this Undergraduate Catalog, RN to BSN students must complete the following nursing courses (17 semester hours):

First Semester

(Fall - 9 semester hours)

NURS 4521 Holistic Health Assessment for RNs
NURS 4523 Nursing Research & Evidence-Based
Practice for RN's
NURS 4525 Professional Practice Issues and
Concepts

Second Semester

(Spring - 8 semester hours)

NURS 4527 Nursing Leadership in Healthcare Communities

Additional Information

Courses are offered 100% online. Clinical experiences may be scheduled during daytime and evening hours and/or on weekends. Georgia RN to BSN Articulation Plan The University of West Georgia participates in the Georgia RN to BSN Articulation Plan. The plan was developed through the collaborative efforts of faculty of the ASN/ADN and BSN nursing programs in Georgia and the Georgia Board of Nursing and is designed to facilitate the educational mobility of registered nurses seeking a bachelor's degree in nursing. To be eligible for the plan a student must meet the following criteria: Graduation from an ASN/ADN or Diploma Program within 0-4 years. Graduation from an ASN/ADN or Diploma program greater than 4 years ago with documentation of 1000 hours of practice in the previous 3 years. OR Hold a current and valid license to practice as an RN in Georgia. Graduates of ASN/ADN programs who meet the above criteria will be granted credit by transfer for 21 semester hours and "credit by exam" for a minimum of 22 semester hours. Graduates of Diploma programs who meet the above criteria will be granted "credit by exam" for up to 43 semester hours. The "credit by exam" hours will be earned by satisfactorily completing NURS 4525 (Professional Practice Issues and Concepts). The following steps outline the Articulation Plan: Step 1 Students enrolled in NURS 4525 - Professional Practice Issues and Concepts will be asked to complete and sign the "Documentation for RN to BSN Articulation Agreement Form" to indicate eligibility for transfer by articulation. The completed form will be placed in each student's file. Step 2 After successful completion of NURS 4525 - Professional Practice Issues and Concepts, each student will receive the "Credit by Examination Form" signed by the Dean, indicating approval of the "credit by exam" as outlined in the Articulation Plan.

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

Comments

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

University of West Georgia
Tanner Health System School of Nursing
New - RN TO BSN FOUR SEMESTER CURRICULUM (Fall 2019) – 30 Credit Hours

Fall (7 credit hours)	Spring (9 credit hours)	Summer (6 credit hours)
NURS 4500 – (1-0-1) Introduction to Scholarly Writing for RN's NURS 4501 – (3-0-3) Transition to Professional Nursing Practice for RN's NURS 4502 – (3-0-3) Pathophysiology for RN's	NURS 4503 – (3-0-3) Professional Nursing Practice Issues for RN's NURS 4504 – (3-0-3) Nursing Research & Evidence-Based Practice for RN's NURS 4505 – (3-0-3) Nursing Informatics for RN's	NURS 4506 – (2-2-3) Holistic Health Assessment for RN's NURS 4507 – (3-0-3) Introduction to Healthcare Communities for RN's
Fall (8 credit hours)		
NURS 4508 – (4-8-8) Nursing Leadership in Healthcare Communities for RN's / Capstone & Practicum		

All courses listed above are offered 100% online.

This schedule shows a list of planned courses and such is subject to change. At its sole discretion, the University of West Georgia may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

Rev1/19tm

University of West Georgia
Semester Core Curriculum
Undecided Health – Nursing Interest

The following core guide is meant to display the list of possible/required courses for students pursuing a BSN at the University of West Georgia. Students using this guide should also refer to the UWG Undergraduate Catalog regarding core policies. Courses that are available online have been identified, and equivalent course numbers have been provided. If you are ever uncertain of choice for core, please contact your advisor at the School of Nursing.

Area A

Essential Skills - 9 credit hours	Credit Hrs
ENGL 1101 English Composition I (eCore)	3
ENGL 1102 English Composition II (eCore)	3
Nursing majors take either MATH 1001 or MATH 1111.	
MATH 1001 Quant Skills and Reasoning (1101eCore)	3
MATH 1111 College Algebra (eCore)	3

Note: Math 1113 Precalculus and Math 1634 Calculus are acceptable. Grades of C or better are required in both English courses; Grade of C or better required in Area A Math in order to take MATH 2063 (see next pg).

Area B

Institutional Priorities 4-5 hours. (Students may take any combination of courses as long as one is from category 1 & the total is 4hrs for science majors).

Category 1: Oral Communication: Choose one of the following:

ART 2000 Oral Communication & the Visual Arts	3
COMM 1110 Public Speaking	3
COMM 1100 Human Communication (eCore/transfer)	3
ENGL 2000 American Speech	3
ENGL 2050 Self-Staging: Oral Comm. in Daily Life	3
PHIL 2020 Critical Thinking	3
THEA 2050 Self-Staging: Oral Comm. in Daily Life	3
XIDS 1004 Oral and Technological Communication	4
FOR LANG 1001 or 1002 (French, German, Spanish)	3

Category 2. Other Institutional Priorities: Choose one of the following:

ANTH 1100 Faces of Culture	2
BUSA 1900 Surfing the Internet for Success	2

CS 1000 Practical Computing	1
CS 1020 Computers & Society (95% online)	2
LIBR 2100 Info Literacy & Research (95 % online)	2
MUSC 1110 Survey of World Music	2
XIDS 2001 What Do You Really Know About...	1
XIDS 2002 What Do You Really Know About...	2

Area C – Humanities and Fine Arts – 6 credit hours

Category 1: Fine Arts (Choose one)

XIDS 2100 Arts & Ideas (various topics)	3
ART 1201 Introduction to Art	3
ART 2201 History of Western Art I (offered online)	3
ART 2202 History of Western Art II	3
ENGL 2060 Intro to Creative Writing	3
FILM 2080 Intro to the Art of Film	3
MUSC 1100 Music Appreciation	3
MUSC 1120 Survey of Jazz, Rock, & Popular Music	3
THEA 1100 Theatre Appreciation	3

Category 2: Humanities (Choose one)

XIDS 2100 Arts & Ideas (various topics)	3
COMM 1154 Introduction to Mass Communications	3
ENGL 2110 World Literature (2111 eCore)	3
ENGL 2120 British Literature	3
ENGL 2130 American Literature (2132 eCore)	3
ENGL 2160 Philosophy and Literature	3
ENGL 2180 Studies in African-American Literature	3
ENGL 2190 Studies in Literature by Women	3
FOR LANG 1001, 1002, 2001, 2002 (eCore-SPAN 2001/2)	3
FORL 2200 Survey of National Literatures	3
FORL 2300 Topics in National Literatures	3
PHIL 2010 Introduction to Philosophy (1001 eCore)	3
PHIL 2030 Introduction to Ethics	3

**XIDS 2100 Can only be used in one Area C Category*

Area D

Option III for Nursing Majors

Category 1: Laboratory science sequence (Choose one Sequence)

BIOL 1107/L	Principles of Biology I w/Lab	4
BIOL 1108/L	Principles of Biology II w/Lab	4
-OR-		
*CHEM 1151K	Survey of Chemistry I w/Lab	4
CHEM 1152K	Survey of Chemistry II w/Lab	4
-OR-		
**CHEM 1211K	Principles of Chemistry I w/Lab (eCore)	4
CHEM 1212K	Principles of Chemistry II w/Lab (eCore)	4
-OR-		
PHYS 1111/L	Introductory Physics I w/Lab	4
PHYS 1112/L	Introductory Physics II w/Lab	4

*Pre/co-requisite MATH 1111 (if taken as a co-req, must register for MATH 1111 1st)

**Pre/co-requisite MATH 1113 (pre-calc)

Category 2: MATH 2063 Applied Statistics (1401 eCore) 3

Area E

Social Sciences 12 hours

1. One required from the following two: World History

HIST* 1111	Survey of World History/Civ I (eCore)	3
HIST* 1112	Survey of World History/Civ II	3

2. One required from the following two: American/GA History

HIST* 2111	United States History I (to 1865; eCore)	3
HIST* 2112	United States History II (since 1865)	3

Note: *Students may exempt HIST 2111 or HIST 2112 by examination. If the course is exempted however, an additional 3 hours are to be taken from area #4 of area E.

3. The following is required: American/Georgia Government

POLS 1101	American Government (eCore)	3
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If course taken out-of-state, must fulfill Ga. History/Constitution requirement (contact Academic Testing Services @ UWG)

4. One required from the following:

Social Science Elective Courses

ANTH 1102	Introduction to Anthropology	3
ECON 2100	Economics for Everyone	3
ECON 2105	Principles of Macroeconomics	3
ECON 2106	Principles of Microeconomics	3
GEOG 1013	World Geography	3
GEOG 2503	Cultural Geography	3
PHIL 2130	Intro to World Religions	3
POLS 2201	State and Local Government	3
*PSYC 1101	Introduction to General Psychology (eCore)	3
*SOC 1101	Introduction to Sociology (eCore)	3
*SOC 1160	Introduction to Social Problems	3
XIDS 2300	Interdisciplinary Studies in the Soc Sci	3
XIDS 2301	Introduction to Global Studies	3

*Students may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.

Area F

Nursing Requirements 18 hours: All required.

*BIOL 2021/L	Anatomy & Physiology I w/Lab	4
*BIOL 2022/L	Anatomy & Physiology II w/Lab	4
*BIOL 2030/L	Medical Microbiology w/Lab	4
*PSYC 1030	Personal Relationships	
**PSYC 1101	Introduction to General Psychology (eCore); or SOCI 1101: Introduction to Sociology (eCore); or SOCI 1160: Introduction to Social Problems	3

Nursing Course Taken in BSN Program:

NURS 2101	Pathophys/Pharm I	3
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*Students should consult with advisor and/or review Undergraduate Catalog for Area F Prerequisites. Grade of C or better required in all Area F courses.

**Students may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.

*The courses that have the "eCore" label are also offered via eCore in addition to face to face.

Bachelor of Science in Economics, Secondary Education

2019-2020 Undergraduate Delete Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Name* Bachelor of Science in Economics, Secondary Education

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/ Department* Department of Economics

Status* Active-Visible Inactive-Hidden

Program Description* NA

What would you like to do?* Deactivate Existing Program
 Terminate Existing Program

Rationale* Program has been deactivated for two years, no students currently enrolled. Students can complete the same learning outcomes by completing the BS in Economics. Thus, no harm to faculty or students by terminating this program.

Is the addition/change related to core, honors, or XIDS courses?* Yes
 No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Program Location* Carrollton

Teach Out Plan* Teach out has already been completed for all enrolled students at time of deactivation.

Comments

Administrative Use Only - DO NOT EDIT

Program ID

Addendum III

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

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify.

Program Name* Instructional Technology, Media & Design, Ed.S., Concentrations in Instructional Technology, School Library Media

Program ID* 1794

Program Code

Program Type* Specialist

Degree Type* Specialist in Education

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

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

Status* Active-Visible Inactive-Hidden

Modified Program Learning Outcomes

Modification Comments* Currently the degree is titled "Media" and we would like the degree to be changed to "Instructional Technology, Media, & Design"

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

Prospective Curriculum*

School Library Media Concentration

Core Courses

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

Elective Courses (Choose 4)

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

Instructional Technology Concentration

Core Courses

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

Elective courses (Choose 4)

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

Desired Effective Semester* Spring

Desired Effective Year* 2020

Program Location* Online

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

SACSCOC Comments This is a major change because it will be changing the name of the degree.

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

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify.

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

Program ID* 1793

Program Code

Program Type* Master's

Degree Type* Master of Education

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

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

Status* Active-Visible Inactive-Hidden

Modified Program Learning Outcomes

Modification Comments* Currently the degree is titled "Media" and we would like the degree to be changed to "Instructional Technology, Media, & Design"

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

**Prospective
Curriculum***

Degree Requirements

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

School Library Media Concentration

Education Core (9 hrs)

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

SLM Focused Core/SLM Certification (21hrs)

MEDT 6461 Administration of the School Media Center

[Right] (first semester)

MEDT 6465 Selection and Materials

MEDT 7478 Cataloging and Automating

MEDT 7474 Online Reference Sources and Services

MEDT 7477 Technology for Media Services

MEDT 7487 Practicum

[Right] (last semester)

MEDT 7461 Instructional Design

Electives - (6 hrs - select 2 courses)

MEDT 7462 Internet Tools, Resources, and Issues in Education

MEDT 7465 Digital Resources for Teaching and Learning

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production and Utilization

MEDT 7472 Introduction to Distance Learning

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

Instructional Technology Concentration

Education Core (6 hrs)

EDRS 6301 Research in Education

[Right] (required)

CEPD 6101 Psychology of Classroom Learning

CURR 6575 Curriculum Trends and Issues

Instructional Technology Certification (12 hrs)

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

IT Focused Core (3 hrs)

MEDT 7464 Designing Technology Enhanced Instruction

Electives - (15 hrs - select 5 courses)

MEDT 7462 Internet Tools, Resources, and Issues in Education
 MEDT 7465 Digital Resources for Teaching and Learning
 MEDT 7466 Digital Photography in Instruction
 MEDT 7467 Web Design for Instruction
 MEDT 7470 Digital Media Production and Utilization
 MEDT 7472 Introduction to Distance Learning
 [After] Students must pass the GACE Content Assessment for IT if they seek certification. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Desired Effective Semester* Spring

Desired Effective Year* 2020

Program Location* Online

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

SACSCOC Comments This is a major change because it will be changing the name of the degree.

Is Senate Review required?* Yes No

Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program Shared Core

Modifications (Check all that apply)* Program Name Track/Concentration Catalog Description Degree Name Program Learning Outcomes Program Curriculum Other

If other, please identify. Program sheet modification

Program Name* Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program

Program ID* 1795

Program Code

Program Type* Educator Certification

Degree Type* Certificate

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

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

Status* Active-Visible Inactive-Hidden

Modified Program Learning Outcomes

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

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

Prospective
Curriculum*

Media Specialist Educator Certification

Education Core Pre/Co-Requisites

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

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

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

Instructional Technology Educator Certification

Education Core Pre/Co-Requisites

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

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

MEDT 7461 Instructional Design

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

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

Desired Effective Semester*	Fall	Desired Effective Year*	2019
Program Location*	Online		
Is this a School of Nursing Program?*	<input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education Program?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Check all that apply to this program*	<input type="checkbox"/> Significant departure from previously approved programs <input type="checkbox"/> New instructional site at which more than 50% of program is offered <input type="checkbox"/> Change in credit hours required to complete the program <input checked="" type="checkbox"/> None of these apply		
SACSCOC Comments			
Is Senate Review required?*	<input checked="" type="radio"/> Yes <input type="radio"/> No		

Student Name _____

Student ID# _____

University of West Georgia

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

Entry Degree: Master's Degree

Exit Degree: No Change

Entry Certification: Renewable Professional
Certificate

Exit Certification: SRS-5 Instructional Technology

Certification in Instructional Technology (12 hours)

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

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

Student Information and Approval

Student Signature: _____ Email Address: _____

Student Phone Number: _____

Student Phone Number: _____

Departmental Approval

Advisor Signature: _____ Date: _____

Departmental Signature: _____ Date: _____

PROPOSED Fall 2018

CURRENT

Student Name _____

Student ID# _____

University of West Georgia – Non-Degree in Media

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

Entry Degree: Master’s degree

Exit Degree: no change

Entry Certification for SLM: Renewable Professional or no teaching certificate

Exit Certification: S-5 school library media

Entry Certification for IT: Renewable Professional certificate

Exit Certification: S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor

Education Core Pre/Co-Requisites

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

Certification in School Library Media - SLM Focused Core

Students seeking SLM certification (21 hrs)

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

Certification in Instructional Technology - IT Focused Core

Students Seeking Instructional Technology certification (12 hrs)

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

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

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

APPROVED Spring 2015

Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify. Program Sheet modification

Program Name* Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program

Program ID* 1795

Program Code

Program Type* Educator Certification

Degree Type* Certificate

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

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

Status* Active-Visible Inactive-Hidden

Modified Program Learning Outcomes

Modification Comments* This change is moving from a certification program sheet that shows both SLM options and IT options to having a program sheet for only IT certification.

Rationale* Having multiple programs on the same program sheet is confusing to students. Having one that is clearly for IT certification students will make it easier to read.

Prospective

Curriculum*

Instructional Technology Educator Certification

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

MEDT 7461 Instructional Design
 MEDT 7468 Instructional Multimedia Design and Development
 MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
 MEDT 7490 Visual and Media Literacy for Teaching and Learning
 [After] Subscription to Tk20 required (or other program assessment database as directed). Students must pass the GACE Content Assessment for Instructional Technology if they seek certification. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Program Location* Online

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

SACSCOC Comments

Is Senate Review required?* Yes No

Student Name _____

Student ID# _____

University of West Georgia

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

Entry Degree: Master's Degree

Exit Degree: No Change

Entry Certification: Renewable Professional
Certificate

Exit Certification: SRS-5 Instructional Technology

Certification in Instructional Technology (12 hours)

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

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

Student Information and Approval

Student Signature: _____ Email Address: _____

Student Phone Number: _____

Student Phone Number: _____

Departmental Approval

Advisor Signature: _____ Date: _____

Departmental Signature: _____ Date: _____

PROPOSED Fall 2018

CURRENT

Student Name _____

Student ID# _____

University of West Georgia – Non-Degree in Media

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

Entry Degree: Master's degree

Exit Degree: no change

Entry Certification for SLM: Renewable Professional or no teaching certificate

Exit Certification: S-5 school library media

Entry Certification for IT: Renewable Professional certificate

Exit Certification: S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor

Education Core Pre/Co-Requisites

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

Certification in School Library Media - SLM Focused Core

Students seeking SLM certification (21 hrs)

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

Certification in Instructional Technology - IT Focused Core

Students Seeking Instructional Technology certification (12 hrs)

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

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

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

APPROVED Spring 2015

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

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify. Program sheet modification

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

Program ID* 1793

Program Code

Program Type* Master's

Degree Type* Master of Education

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

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

Status* Active-Visible Inactive-Hidden

Modified Program Learning Outcomes

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

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

Prospective Curriculum*

Degree Requirements

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

School Library Media Concentration

Education Core (9 hrs)

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

SLM Focused Core/SLM Certification (21hrs)

MEDT 7451 Administration of School Library Media Center

[Right] (first semester)

MEDT 7455 Selection and Materials

MEDT 7461 Instructional Design

MEDT 7474 Online Reference Sources and Services

MEDT 7477 Technology for Media Services

MEDT 7478 Cataloging and Automating

MEDT 7487 Practicum

[Right] (last semester)

Electives - (6 hrs - select 2 courses)

SPED 6706 Special Education in the Regular Classroom

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

MEDT 7465 Digital Resources for Teaching and Learning

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production and Utilization

MEDT 7472 Introduction to Distance Learning

MEDT 7485 Special Topics in Media

[After] Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to Tk20 required (or other program assessment database as directed).

Instructional Technology Concentration**Education Core (6 hrs)**

EDRS 6301 Research in Education

[Right] (required)

CEPD 6101 Psychology of Classroom Learning

CURR 6575 Curriculum Trends and Issues

Instructional Technology Certification (12 hrs)

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

IT Focused Core (3 hrs)

MEDT 7464 Designing Technology Enhanced Instruction

Electives - (15 hrs - select 5 courses)

MEDT 7462 Internet Tools, Resources, and Issues in Education
 MEDT 7465 Digital Resources for Teaching and Learning
 MEDT 7466 Digital Photography in Instruction
 MEDT 7467 Web Design for Instruction
 MEDT 7470 Digital Media Production and Utilization
 MEDT 7472 Introduction to Distance Learning
 [After] Students must pass the GACE Content Assessment for IT if they seek certification. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Program Location* Online

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

SACSCOC Comments

Is Senate Review required?* Yes No

PROPOSED

Student Name: _____

Student ID#: _____

University of West Georgia – M.Ed. in Media Concentration: School Library Media

Student Signature: _____

Date of entry into Program: _____

Entry Degree: Bachelors

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

Entry Certification: Renewable Professional or no teaching certificate

Exit Certification: SRS-5 Media Specialist (P-12)

All courses are 3 credit hours

Specific courses to be determined collaboratively between student and advisor.

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

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

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

Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment.

Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Subscription to TK20 required (or other program assessment database as directed)

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

CURRENT

Student Name _____ Student ID# _____

University of West Georgia – M.Ed. in Media

Concentration:

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

Entry Degree: Bachelors

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

Entry Certification: Renewable Professional or no certificate

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

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

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

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

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

APPROVED Spring 2015

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

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify. Program sheet modification

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

Program ID* 1793

Program Code

Program Type* Master's

Degree Type* Master of Education

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

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

Status* Active-Visible Inactive-Hidden

Modified Program Learning Outcomes

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

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

Prospective Curriculum*

Degree Requirements

The major in media is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) media specialist with certification; (2) instructional technology with certification and (3) media specialist with certification and instructional technology certification. Concentration three is available only for candidates who already hold a professional teaching certificate.

With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions. With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues. All master's programs require a bachelor's degree from a regionally accredited institution. All concentrations require 36 hours of graduate credit.

Instructional Technology Concentration

Education Core (6 hrs)

EDRS 6301 Research in Education

[Right] (required)

CEPD 6101 Psychology of Classroom Learning

CURR 6575 Curriculum Trends and Issues

Instructional Technology Certification (12 hrs)

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

IT Focused Core (3 hrs)

MEDT 7464 Designing Technology Enhanced Instruction

Electives - (15 hrs - select 5 courses)

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2019

Program Location* Online

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

SACSCOC Comments

Student Name _____

Student ID# _____

University of West Georgia

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

Entry Degree: Master's Degree

Exit Degree: No Change

Entry Certification: Renewable Professional
Certificate

Exit Certification: SRS-5 Instructional Technology

Certification in Instructional Technology (12 hours)

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

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

Student Information and Approval

Student Signature: _____ Email Address: _____

Student Phone Number: _____

Student Phone Number: _____

Departmental Approval

Advisor Signature: _____ Date: _____

Departmental Signature: _____ Date: _____

PROPOSED Fall 2018

CURRENT

Student Name _____

Student ID# _____

University of West Georgia – Non-Degree in Media

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

Entry Degree: Master’s degree

Exit Degree: no change

Entry Certification for SLM: Renewable Professional or no teaching certificate

Exit Certification: S-5 school library media

Entry Certification for IT: Renewable Professional certificate

Exit Certification: S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor

Education Core Pre/Co-Requisites

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

Certification in School Library Media - SLM Focused Core

Students seeking SLM certification (21 hrs)

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

Certification in Instructional Technology - IT Focused Core

Students Seeking Instructional Technology certification (12 hrs)

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

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

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

APPROVED Spring 2015

MEDT - 7479 - Digital Game-Based Learning

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix*	MEDT	Course Number*	7479
Course Title*	Digital Game-Based Learning		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Media and Instructional Technology		
College - School/ Department*	Department of Educational Technology and Foundations		
Catalog Course Description*	Students will examine the educational potential of digital games. Students will evaluate digital games, explore effective ways to integrate digital games for learning, and design and develop digital game-based learning environments.		
Is this a School of Nursing course?*	<input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Desired Effective Semester*	Fall	Desired Effective Year*	2019
Frequency	1	Grading*	Graduate Standard Letter
Student Learning Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the educational potential of digital games (ISTE Standards for Coaches 2a, 3f; ATD Competency Instructional Design, Learning Technologies). 2. Examine a variety of existing digital games for educational purposes (ISTE Standards for Coaches 2a, 3f; ATD Competency Instructional Design, Learning Technologies). 3. Develop a plan for integrating digital games for learning (ISTE Standards for Coaches 2a, 2b, 6a; ATD Competency Instructional Design, Learning Technologies, Managing Learning Programs). 4. Align research-based principles and strategies to the design of game-based learning environments (ISTE Standards for Coaches 2a, 2b, 2d, 2f; ATD Competency Instructional Design, Learning Technologies). 5. Create an educational digital game for targeted learners (ISTE Standards for Coaches 2a, 2b, 2d, 2f; ATD Competency Instructional Design, Learning Technologies). 6. Design a learning experience for implementing constructionist gaming (ISTE Standards for Coaches 2d; ATD Competency Instructional Design, Learning Technologies, Training Delivery) 		
Rationale*	This course has been taught for several years as a special topics course. It has been very popular and fills each semester it is offered. This course will become a permanent addition to our graduate media program.		

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated No

Fee* None

Fee Justification

Additional Stipulations

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35

Attach syllabus* Syllabus has been attached - This is required

**PROPOSED COURSE MEDT 7479
DIGITAL GAME-BASED LEARNING**

Semester Hours 3

Semester/Year

Time/Location This course is completely online.

Instructor

Office Location

Office Hours

Online Hours

Telephone

Email

Fax

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

CourseDen Help & Troubleshooting <https://uwgonline.westga.edu/uwg-online-contact-us.php>

OR

<https://d2lhelp.view.usg.edu>

(Click on [NEED LIVE PHONE SUPPORT?](#)

or call 1-855-772-0423 to initiate support by telephone.)

For callers who are deaf or hard of hearing, call 1-800-892-4315.

UWG Online <http://uwgonline.westga.edu>

Distance Learning Library Services <https://www.westga.edu/library/distance-learning-library-services.php>

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

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

COURSE PREREQUISITES: None.

COURSE DESCRIPTION

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

COLLEGE OF EDUCATION VISION

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

COLLEGE OF EDUCATION MISSION

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

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

COURSE OBJECTIVES

Students will:

1. Describe the educational potential of digital games (ISTE Standards for Coaches 2a, 3f; ATD Competency Instructional Design, Learning Technologies).
2. Examine a variety of existing digital games for educational purposes (ISTE Standards for Coaches 2a, 3f; ATD Competency Instructional Design, Learning Technologies).
3. Develop a plan for integrating digital games for learning (ISTE Standards for Coaches 2a, 2b, 6a; ATD Competency Instructional Design, Learning Technologies, Managing Learning Programs).
4. Align research-based principles and strategies to the design of game-based learning environments (ISTE Standards for Coaches 2a, 2b, 2d, 2f; ATD Competency Instructional Design, Learning Technologies).

5. Create an educational digital game for targeted learners (ISTE Standards for Coaches 2a, 2b, 2d, 2f; ATD Competency Instructional Design, Learning Technologies).
6. Design a learning experience for implementing constructionist gaming (ISTE Standards for Coaches 2d; ATD Competency Instructional Design, Learning Technologies, Training Delivery)

APPROACHES TO INSTRUCTION

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

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

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

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

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

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text

None required.

REQUIRED INSTRUCTIONAL RESOURCE: Tk20 Subscription

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

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

Here is the direct link to order your subscription: <https://www.westga.edu/assets-opentext/assetsDept/coe/How to Purchase Tk20 8.25.14.pdf>

For assistance, email tk20@westga.edu .

RESOURCES ON ACADEMIC WRITING

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

Purdue Online Writing Lab. (2019). *Academic writing*. Retrieved from <http://owl.english.purdue.edu/owl/section/1/2/>

MINIMUM TECHNICAL SKILLS

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

- navigating in CourseDen/D2L (see <https://uwgonline.westga.edu/uwg-online-student-help.php#>)
- uploading files in the CourseDen Assignment Link
- copying and pasting text (especially for course discussions)
- sending email with file attachments
- entering data in a spreadsheet

LINKS TO PRIVACY POLICIES

Be sure to review the following link to *Technology Requirements*:

<https://uwgonline.westga.edu/technology-requirements.php>

This is where you will find information on *Privacy Policies*.

COMPUTER ACCESS

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

Recommended Course Materials

A computer that meets the following minimum specifications:

Computer Type

PC Computer or MAC Computer

Operating System

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

RAM

Minimum 256 MB

Processor Speed

500 MHz Pentium Processor or 500MHz G3 processor or better

Internet Connection

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

Software

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

File Storage

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

Orientation/Review of Tools in CourseDen – <https://uwgonline.westga.edu/uwg-online-student-help.php#>

Be sure to review the following link to **Technology Requirements**:

<https://uwgonline.westga.edu/technology-requirements.php>

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

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

Assignment 1: Infographic for Value and Benefits of Game-Based Learning (100 points)

Students will create an infographic to describe the benefits of game-based learning. (Course Objectives 1, 2)

Assignment 2: Game Integration Plan (100 points)

Students will develop a plan for integrating games for learning (Course Objectives 2, 3)

Assignment 3: Gamification Plan (100 points)

Students will design gamification strategies for learning. (Course Objectives 3, 4)

Assignment 4: Design Game-Based Learning Environment (200 points)

Students will design a game-based learning environment. (Course Objective 4)

Assignment 5: Develop Game-Based Learning Environment (200 points)

Students will create an educational, digital game for targeted learners. (Course Objective 5)

Assignment 6: Constructionist Gaming (100 points)

Students will design a plan for learners to participate in constructionist gaming (Course Objective 6)

Assignment 7: Reflective Statements (100 points)

Students will demonstrate the skills of a reflective practitioner by writing reflective statements. (Course Objectives 1 – 6)

Assignment 8: Participation/Online Discussions and Activities (100 points)

Students are expected to participate in all online discussions and all online class activities and are accountable for all materials covered. (Course Objectives 1 – 6)

EVALUATION PROCEDURES

Students will be evaluated in the following way:

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

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

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

GRADING POLICY

The following grading scale will be used:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

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

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

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

PROFESSIONALISM

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

- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in all online class activities
- Submitting assignments on time
- Treating class members and colleagues with respect in and out of the class

Students must also follow guidelines included in the University of West

Georgia's *Acceptable Use Policy* located at the following

URL: [https://www.westga.edu/its/assets-its/docs/technology-policies/UWG Procedure 8.1.1 Acceptable Use Policy for Computers and Network.pdf](https://www.westga.edu/its/assets-its/docs/technology-policies/UWG_Procedure_8.1.1_Acceptable_Use_Policy_for_Computers_and_Network.pdf)

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

NETIQUETTE (NETWORK ETIQUETTE)

Communication in an online class requires special consideration. Please read the short list of tips.

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

ACCESSIBILITY POLICY

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

Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

As noted previously, be sure to review the following link to **Technology Requirements**: <https://uwgonline.westga.edu/technology-requirements.php>

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

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 according to the academic misconduct policy as stated in the latest Connection and Student Handbook (<http://www.westga.edu/handbook/index.php>) and the Graduate Catalog (<https://catalog.westga.edu/index.php>). Disciplinary procedures will be followed for other infractions such as disruptive behavior and disorderly conduct.

HB 280 CAMPUS CARRY LAW

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

COMMON LANGUAGE FOR COURSE SYLLABI

To help you further understand the policies described above, you should review the *Common Language for Course Syllabi* at the following link: <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

CENTER FOR ACADEMIC SUCCESS

The Center for Academic Success (CAS) - <https://www.westga.edu/excel/> - provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in

UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is cas@westga.edu.

UWG CARES

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

STUDENT SERVICES

Click on the following link for a listing of all services available to students at UWG: <https://www.westga.edu/student-services/>

CLASS OUTLINE

Dates: January 5 – 14

Topics: Introduction and Getting Acquainted; Gaming Experiences

What's Due:

- ✓ **Discussion** for Introductions with C.V. Attached ***Due Monday, January 14***
- ✓ **Discussion** for Gaming Experiences ***Due Monday, January 14***

Dates: January 15 – 28

Topics: Educational Potential of Digital Games

What's Due:

- ✓ **Assignment 1:** Infographic Game-Based Learning ***Due Monday, January 28***

Dates: January 29 – February 11

Topics: Using Digital Games for Learning

What's Due:

- ✓ **Assignment 2:** Game Integration Plan ***Due Monday, February 11***

Dates: February 12 – 25

Topics: Gamification

What's Due:

- ✓ **Assignment 3:** Gamification Plan ***Due Monday, February 25***

Dates: February 26 – March 11

Topics: Designing Game-Based Learning Environments

What's Due:

- ✓ **Assignment 4:** Design Game-Based Learning Environment ***Due Monday, March 11***
- ✓ **Discussion** for Design of Game-Based Learning ***Due Monday, March 11***

Dates: March 12 – 15, March 25 – April 8
[Spring Break March 18 – 23]

Topics: Developing Game-Based Learning Environments

What's Due:

✓ **Assignment 5:** Develop Game-Based Learning Environment *Due Monday, April 8*

✓ **Discussion** for Development of Game-Based Learning *Due Monday, April 8*

Dates: April 9 – 22

Topics: Constructionist Gaming/Students as Game Designers

What's Due:

✓ **Assignment 6:** Constructionist Gaming *Due Monday, April 22*

Dates: April 23 – 29

Topics: Looking Back and Looking Forward

What's Due:

✓ **Assignment 7:** Reflective Statements *Due Monday, April 29*

MEDT - 7480 - Global Learning with Technology

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix*	MEDT	Course Number*	7480
Course Title*	Global Learning with Technology		
Long Course Title	Global Learning and Collaboration with Technology		
Lec Hrs*	0		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Media and Instructional Technology		
College - School/ Department*	Department of Educational Technology and Foundations		
Catalog Course Description*	Global Learning and Collaboration with Technology is a course for preparing education professionals to connect with partners in other countries to support learners in implementing collaborative projects.		
Is this a School of Nursing course?*	<input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Desired Effective Semester*	Fall	Desired Effective Year*	2019
Frequency	1	Grading*	Graduate Standard Letter
Student Learning Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify technology resources for global learning. (ISTE Standards for Coaches 3a; ATD Competency Learning Technologies) 2. Identify topics of global significance appropriate for collaborative learning. (ISTE Standards for Coaches 2c, 3g, 5c; ATD Competency Instructional Design) 3. Align global projects with curriculum standards. (ISTE Standards for Coaches 1a, 2a; ATD Competency Instructional Design) 4. Prepare learners for cross-cultural communications. (ISTE for Standards Coaches 3g, 5c; ATD Competency Training Delivery, Manage Learning Programs) 5. Promote student voice in global learning. (ISTE Standards for Coaches 2b, 3g; ATD Competency Instructional Design) 6. Collaborate with U.S. and international education professionals and learners to promote international perspectives on learning. (ISTE Standards for Coaches 3f, 5c; ATD Competency Training Delivery, Manage Learning Programs) 		
Rationale*	This course has been taught as a special topics course for several years. It has been a very popular elective for our graduate media students. This will allow it to become a permanent part of our program moving forward.		
Prerequisites			
Corequisites			
Cross-listing			

Restrictions

May be repeated No

Fee* None

Fee Justification

Additional Stipulations

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

Present or Projected Annual Enrollment* 35

Attach syllabus* Syllabus has been attached - This is required

**PROPOSED COURSE MEDT 7480
GLOBAL LEARNING AND COLLABORATION WITH TECHNOLOGY**

Semester Hours 3

Semester/Year

Time/Location This course is completely online.

Instructor

Office Location

Office Hours

Online Hours

Telephone

Email

Fax

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

CourseDen Help & Troubleshooting <http://uwgonline.westga.edu/students.php>

OR

<https://d2lhelp.view.usg.edu> (Click on [GeorgiaVIEW - NEED LIVE PHONE SUPPORT?](#)
or call 1-855-772-0423 to initiate support by telephone.)

For callers who are deaf or hard of hearing, call 1-800-892-4315.

UWG Online <http://uwgonline.westga.edu>

Distance Learning Library Services <http://westga.edu/~library/depts/offcampus/>

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

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

COURSE PREREQUISITES: None.

COURSE DESCRIPTION

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

COLLEGE OF EDUCATION VISION

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COLLEGE OF EDUCATION MISSION

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

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

COURSE OBJECTIVES

Students will:

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

APPROACHES TO INSTRUCTION

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

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

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

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

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

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text

Lindsay, J., & Davis, V. A. (2013). *Flattening classroom, engaging minds: Move to global collaboration one step at a time*. Upper Saddle River, New Jersey: Pearson.

REQUIRED INSTRUCTIONAL RESOURCE: Tk20 Subscription

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

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

Here is the direct link to order your subscription: [https://www.westga.edu/assets-opentext/assetsDept/coe/How to Purchase Tk20 8.25.14.pdf](https://www.westga.edu/assets-opentext/assetsDept/coe/How%20to%20Purchase%20Tk20%208.25.14.pdf)

For assistance, email tk20@westga.edu .

References

Barnes, M. D. (2014). *Teaching the iStudent: A quick guide to using mobile devices and social media in the K-12 classroom*. Thousand Oaks, California: Corwin.

Bellance, J. A., & Stirling, T. (2011). *Classrooms without borders: Using Internet projects to teach communication and collaboration*. New York, New York: Teachers College Press.

Lindsay, J. (2016). *The global educator: Leveraging technology for collaborative learning & teaching*. Portland, Oregon: ISTE.

RESOURCES ON ACADEMIC WRITING

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

Purdue Online Writing Lab. (2017). *Academic writing*. Retrieved from <http://owl.english.purdue.edu/owl/section/1/2/>

MINIMUM TECHNICAL SKILLS

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

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

LINKS TO PRIVACY POLICIES

Be sure to review the following link to *Technology for Courses*: http://uwgonline.westga.edu/course_dev/technology_for_courses.php
This is where you will find information on *Privacy Policies*

COMPUTER ACCESS

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

Recommended Course Materials

- A computer that meets the following minimum specifications:

Computer Type

PC Computer or MAC Computer

Operating System

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

RAM

Minimum 256 MB

Processor Speed

500 MHz Pentium Processor or 500MHz G3 processor or better

Internet Connection

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

Software

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

File Storage

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

Online Course Tools

Orientation/Review of Tools in CourseDen – <http://uwgonline.westga.edu/students.php>

Be sure to review the following link to *Technology for*

Courses: http://uwgonline.westga.edu/course_dev_technology_for_courses.php

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

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

Assignment 1: Connections Plan (100 points)

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

Assignment 2: Video Message (100 points)

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

Assignment 3: Classroom Monitoring Portal (50 points)

Students will use an RSS reader to create a Classroom Monitoring Portal. (Course Objectives 1 - 6)

Assignment 4: Collaborative Online Project Participation and Contribution (100 points)

Students will participate and contribute to a collaborative online project. (Course Objectives 1 - 6)

Assignment 5: Global Learning and Collaboration Plan (300 Points)

Students will develop a plan to implement a collaborative learning project with an educator and students in another country. (Course Objectives 1 - 6)

Assignment 6: Reflective Summit (100 points)

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

Assignment 7: Synchronous Communication/Collaboration (100 points)

Students are expected to participate in all online discussions and all online class activities and are accountable for all materials covered. (Course Objectives: 1 – 6)

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

Students are expected to participate in all online discussions and all online class activities and are accountable for all materials covered. (Course Objectives: 1 – 6)

EVALUATION PROCEDURES

Students will be evaluated in the following way:

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

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

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

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

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

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

The *Synchronous Communication/Collaboration* is worth 100 points. The assignment is evaluated with a checklist.

Participation in discussions and activities is worth 150 points. Participation is evaluated with a checklist and instructor observation.

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

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

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

GRADING POLICY

The following grading scale will be used:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

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

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

PROFESSIONALISM

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

- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in all online class activities
- Submitting assignments on time
- Treating class members and colleagues with respect in and out of the class

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

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

NETIQUETTE (NETWORK ETIQUETTE)

Communication in an online class requires special consideration. Please read the short list of tips.

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

ACCESSIBILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Accessibility Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Accessibility Services at the University of West Georgia: <http://www.westga.edu/counseling/4486.php>

Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

As noted previously, be sure to review the following link to *Technology for Courses*: http://uwgonline.westga.edu/course_dev/technology_for_courses.php. This is where you will find additional information on hardware and software, **Privacy Policies**, and information for **Accessibility Statements** for Brightspace by D2L, Blackboard Collaborate, and YouTube.

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 according to the academic misconduct policy as stated in the [latest Connection and Student Handbook](#) (<http://www.westga.edu/handbook/index.php>) and the [Graduate Catalog](#) (http://www.westga.edu/catalog_grad/). Disciplinary procedures will be followed for other infractions such as disruptive behavior and disorderly conduct.

HB 280 CAMPUS CARRY LAW

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

COMMON LANGUAGE FOR COURSE SYLLABI

To help you further understand the policies described above, you should review the *Common Language for Course Syllabi* at the following link: <https://www.westga.edu/UWGSyllabusPolicies/>

CENTER FOR ACADEMIC SUCCESS

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

UWG CARES

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

STUDENT SERVICES

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

CLASS OUTLINE SHOWN ON NEXT PAGE

Class Outline

Dates: August 9 – 16

Topics: Introduction and Getting Acquainted; Global Experiences

What's Due:

- ✓ **Discussion** for Introductions with C.V. Attached ***Due Wednesday, August 16***
- ✓ **Discussion** for Global Experiences ***Due Wednesday, August 16***

Dates: August 17 – 30

Topics: Step 1: Connection; Step 2 Communication

What's Due:

- ✓ **Assignment 1:** Connections Plan ***Due Wednesday, August 23***
- ✓ **Assignment 2:** Video Message ***Due Wednesday, August 30***

Dates: August 31 – September 20

Topics: Step 3: Citizenship

What's Due:

- ✓ **Discussion** for Global Citizenship ***Due Wednesday, September 13***
- ✓ **Assignment 3:** Classroom Monitoring Portal ***Due Wednesday, September 20***

Dates: September 21 – October 18

Topics: Step 4: Contribution and Collaboration

What's Due:

- ✓ **Assignment 4:** Collaborative Online Project Participation and Contribution ***Due in Two Parts – Wednesdays, October 11 and October 18***

Dates: October 19 – November 8

Topics: Step 5: Choice and Step 6: Creation

What's Due:

- ✓ **Assignment 5:** Global Learning and Collaboration Plan ***Due Wednesday, November 8***

Dates: November 9 – 15

Topics: Looking Back and Looking Forward

What's Due:

- ✓ **Assignment 6:** Reflective Summit ***Due Wednesday, November 15***

Dates: August 9 – November 17 (Schedule will be posted for you to select one date.)

Topics: Synchronous Communication/Collaboration

What's Due:

- ✓ **Assignment 7:** Synchronous Communication/Collaboration – When the dates have been posted for Synchronous Communications, you will choose one for your participation.

Due (according to time selected from the schedule)

MEDT - 8461 - Diffusion of Innovations

2019-2020 Graduate Revise Course Request

Curriculum Proposal

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

If other, please identify.

Course Prefix* MEDT **Course Number*** 8461

Course Title* Diffusion of Innovations

Long Course Title

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Course Type* Media and Instructional Technology

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

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

Frequency 3

Grading Graduate Standard Letter

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Credit Hours

- Revised Student Learning Outcomes**
1. Identify the elements and personnel involved in diffusing an innovation into a variety of educational organizations (GaPSC-IT 1.4, 5.2; ISTE-C-1d, 4b);
 2. Identify characteristics of successful change agents (GaPSC-IT 1.4; ISTE-C-1d);
 3. Give examples of innovation diffusion in various educational systems, and use diffusion theory principles to explain why each was successful or unsuccessful (GaPSC-IT 1.4; ISTE-C-1d);
 4. Compare and contrast current models of diffusion and change management discussed in the education and social sciences literature (GaPSC-IT 1.4; ISTE-C-1d);
 5. Analyze the design of research studies in the area of diffusion of innovations in terms of their literature review, research questions, data collection strategies, findings, and implications (GaPSC-IT 2.2; ISTE-C-2b);
 6. Select and develop data collection instruments for analyzing an organization's readiness to change (GaPSC-IT 2.8, 5.1; ISTE 2h, 4a); and
 7. Develop a plan for integrating an innovative technology into a school, district, or other learning organization (GaPSC-IT 1.1, 1.2, 1.3, 1.4, 2.3, 3.2, 4.2; ISTE-C 1a, 1b, 1c, 1d, 2c, 3b, 5b).

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - Is this course repeatable for credit? Yes No

If yes, how many times?

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

Present or Projected Annual Enrollment* 150

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 21402



College of Education

PROPOSED: MEDT 8461: Diffusion of Innovations

Instructor Information

Instructor: TBD

Class Meeting Time & Location: TBD

Office Location: TBD

Telephone (direct): TBD

Telephone (department): TBD

Online Hours: TBD

Westga email: TBD

Skype or Google+ name: TBD

Support for Courses

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

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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

Course Information

Course Description

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

Credit Hours: 3

Prerequisites: none

Co-requisites: none

Texts, Readings, and Instructional Resources

Required Text(s) None

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

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

Course Objectives and Learning Outcomes

The student will:

1. Identify the elements and personnel involved in diffusing an innovation into a variety of educational organizations (GaPSC-IT 1.4, 5.2; ISTE-C 1d, 4b);
2. Identify characteristics of successful change agents (GaPSC-IT 1.4; ISTE-C-1d);
3. Give examples of innovation diffusion in various educational systems, and use diffusion theory principles to explain why each was successful or unsuccessful (GaPSC-IT 1.4; ISTE-C-1d);
4. Compare and contrast current models of diffusion and change management discussed in the education and social sciences literature (GaPSC-IT 1.4; ISTE-C-1d);
5. Analyze the design of research studies in the area of diffusion of innovations in terms of their literature review, research questions, data collection strategies, findings, and implications (GaPSC-IT 2.2; ISTE-C 2b);

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

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

Assignments

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

Discussions

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

Projects

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

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

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

Session	Assignment	Points	Grading	Course Objective Alignment
0	Discussion: How do you do, everybody?	10	checklist	n/a
1	Annotated Bibliography – Part 1	30	checklist	5
1	Discussion: Project Team Formation	10	checklist	n/a
2	Dropbox: Technology Integration Project (Part 1)	40	checklist	1, 7
3	Dropbox: Infographic	40	checklist	4
4	Dropbox: Video/Prezi Presentation	40	checklist	2
5	Discussion: A Case of Innovation	20	checklist	2, 3
5	Dropbox: Technology Integration Project (Part 2)	60	checklist	1, 2, 6
6	Annotated Bibliography – Part 2	60	checklist	5
6	Dropbox: Technology Integration Project (Part 3)	80	checklist	2, 3, 4, 7
7	Discussion: Reflection	10	checklist	4

Grading Information and Policy

Total Points Possible = 400

Students will be graded using the following scale:

- A = 90% - 100% (358 - 400 points)
- B = 80% - 89% (318 - 357 points)
- C = 70% - 79% (278 - 317 points)
- F = 0% - 69% (0 - 277 points)

Course Policies

Attendance Policy:

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

Extra Credit:

There is no extra credit in this course.

Late Work:

Late work is not accepted in this course. However, any work submitted on time may be revised for full points using the [Regrade Request Form](#).

Professional Conduct:

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

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

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Network Etiquette:

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

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

Expected Response Times

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

Class Schedule Information

Please see the [Course Plan](#) for information on when Sessions occur, when Optional Online meetings occur, and when assignments are due.

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

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

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

Smarthinking

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

Student Services

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

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online@westga.edu
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- **University Bookstore**
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- **Common Language for Course Syllabi**
<https://www.westga.edu/administrativ/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
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- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

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CURRENT: MEDT 8461: Diffusion of Innovations, Summer 2018

Instructor Information

Instructor: TBD
Class Meeting Time & Location: TBD
Office Location: TBD
Telephone (direct): TBD

Telephone (department): TBD
Online Hours: TBD
Westga email: TBD
Skype or Google+ name: TBD

Support for Courses

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

[CourseDen D2L Home Page](#)

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

[24/7/365 D2L Help Center](#)
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

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

Course Information

Course Description

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

Credit Hours: 3

Prerequisites: none

Co-requisites: none

Texts, Readings, and Instructional Resources

Required Text(s) None

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

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

Course Objectives and Learning Outcomes

The student will:

1. Identify the elements and personnel involved in diffusing an innovation into a social system such as a school or a classroom (Havelock, 1995; Rogers, 1995) (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4a, 4b, 5b; ISTE/NTES-T II-b, II- e);
2. Give examples of innovation diffusion in various school systems and use diffusion theory principles to explain why each was successful or unsuccessful (Carson & Smith, 1993; Havelock, 1995; Rogers, 1995, Saettler, 1992) (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4a, 4b, 5b; ISTE/NTES-T II-b, II- e);
3. Compare and contrast current models of diffusion discussed in the education and social sciences literature (Havelock, 1995; Rogers, 1995; Tenner, 1996; Valente, 1995) (Decision

Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4a, 4b, 5b; ISTE/NTES-T II-b, II- e);

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

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

Assignments

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

Discussions

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

Quizzes

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

Projects

- Through the *Technology Integration Project – Part 1*, you and your teammates will select an educational innovation to examine in depth and a context in which to consider that innovation. You will describe the innovation and context in written form on your team website. See CourseDen for detailed instructions.
- Through the *Technology Integration Project – Part 2*, you and your teammates will examine and analyze stakeholders' perspectives regarding the innovation's suitability for the given context; and you will present your findings on your team website. See CourseDen for detailed instructions.
- Through the *Technology Integration Project – Part 3*, you and your teammates will outline a plan to diffuse the selected innovation into the context, including references to research to support the rationale for each step of the plan. See CourseDen for detailed instructions.

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

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

Grading Information and Policy

Total Points Possible = 400

Students will be graded using the following scale:

A = 90% - 100% (358 - 400 points)
 B = 80% - 89% (318 - 357 points)
 C = 70% - 79% (278 - 317 points)
 F = 0% - 69% (0 - 277 points)

Course Policies

Attendance Policy:

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

Extra Credit:

There is no extra credit in this course.

Late Work:

Late work is not accepted in this course. However, any work submitted on time may be revised for full points using the [Regrade Request Form](#).

Professional Conduct:

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

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

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Network Etiquette:

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

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

Expected Response Times

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

Class Schedule Information

Please see the [Course Plan](#) for information on when Sessions occur, when Optional Online meetings occur, and when assignments are due.

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

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated

collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

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<http://uwgonline.westga.edu/online-student-guide.php>
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- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

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Zaltman, G., & Duncan, R. (1977). *Strategies for planned change*. New York, NY: John Wiley and Sons.

MEDT - 8462 - Leading and Managing Instructional Technology Programs

2019-2020 Graduate Revise Course Request

Curriculum Proposal

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

If other, please identify.

Course Prefix* MEDT **Course Number*** 8462

Course Title* Leading and Managing Instructional Technology Programs

Long Course Title Leading and Managing Instructional Technology Programs

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Course Type* Media and Instructional Technology

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

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

Frequency 3

Grading Graduate Standard Letter

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Credit Hours

Revised Student Learning Outcomes

Students will:

1. Identify professional organizations and publications in the field of instructional technology, and promote awareness of the importance and the role of instructional technology in the teaching/ learning process (ISTE-C: 6a, 6b, 6c) (GaPSC 6.1)
2. Discuss concepts and principles of program implementation and evaluation in educational settings (ISTE-C: 1a, 1b, 1c, 4c) (GaPSC 1.1, 1.2)
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4. Describe and discuss effective instructional technology management and supervision techniques in educational settings (ISTE-C 1.a., 1.c., 2.c., 2.f., 2.g., 2.h.) (GaPSC 1.2, 1.3, 1.4)
5. Select and/or develop data collection instruments for program implementation and evaluation (ISTE-C 4.a., 4.b., 4.c.) (GaPSC 2.7, 2.8)
6. Develop a proposal and budget for instructional technology funding (ISTE-C: 1a, 1b, 1c) (GaPSC 1.1, 1.3, 1.4)

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - Is this course repeatable for credit? Yes No

If yes, how many times?

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

Present or Projected Annual Enrollment* 150

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 21403

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

***Instructor Information**

Instructor: Dr. Adriana D'Alba

Class Meeting Time & Location: This course is delivered 100% online (no face-to-face meetings)

Office Location: 140 Education Annex

Telephone (department): 678-839-6129

Online Hours: By appointment

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

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

COURSE INFORMATION

Course Description

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

Credit Hours: 3

Prerequisites: None

Co-requisites: None

Required Text(s) None, readings will be provided in CourseDen

Suggested Text(s)

Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: ASCD.

Levin, B. B., & Schrum, L. (2012). *Leading technology-rich schools: Award-winning models for success*. New York, NY: Teachers College Press.

American Psychological Association. *Publication manual of the American Psychological Association* (6th Ed.)

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

Required Instructional Resource: Tk20 Subscription

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- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work.

- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service, especially the synchronous meetings.
- Software requirements: *Microsoft Office 2007* or higher (available for free at UWG), [Adobe Reader](#), *BlackBoard Collaborate*, *Canvas*, *Wikispaces*, blogs, *Twitter*, *SecondLife* and other potentially required downloads listed in *D2L CourseDen*.

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

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course (times are approximate):

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

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

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

Course Objectives and Learning Outcomes

Students will:

1. Identify professional organizations and publications in the field of instructional technology, and promote awareness of the importance and the role of instructional technology in the teaching/ learning process (ISTE-C: 6a, 6b, 6c) (GaPSC 6.1)
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1.1, 1.3, 1.4)

Assignments and Evaluation Procedures

Class Participation

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

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

Online Discussions (200 points)

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

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

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

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

Student Work

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

Due Dates

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

Assignments:

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

Evaluation Procedures

Students are evaluated in the following areas:

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

GRADING SCALE:

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

COURSE SCHEDULE

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments

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

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

2. Professionalism

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

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

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

UWG Cares

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

Student Services

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

STUDENT NETIQUETTE

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

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

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

DISABILITY STATEMENT

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

CAMPUS CARRY

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

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

ACADEMIC HONESTY

All work completed in this course must be original work developed this semester and you are expected to adhere to the highest standards of academic honesty. **Be advised that this course uses Turnitin to track submissions.** It is your responsibility to make sure you are not accidentally plagiarizing, and that you are properly citing other people’s work. Plagiarism occurs when a student copies information from the internet, uses or purchases ghostwritten papers, or 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. **In this course, the assignment or discussion in question will be awarded a grade of zero, no resubmissions will be accepted, and further actions might be considered.**

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 will not be made.

DUAL SUBMISSION STATEMENT

Previous submissions cannot count towards or cannot be used for other submissions, as each assignment in this course has unique characteristics. 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.

FILE NAMING PROTOCOL

Follow this file naming convention FOR ALL SUBMITTED DOCUMENTS in this course and set your file name as indicated below:

- Your last name followed by an underscore ("_") - with NO SPACES - (e.g., Dalba_)
- The initials of your first and middle names followed by an underscore ("_") - with NO SPACES - (e.g., BA_)
- The Assignment Title (a concise version - keep it short) and an underscore ("_") - with NO SPACES - (e.g., FinalReflection_)
- The course number (i.e., for this course, 7472)
- Use the order as described above and assemble the 4 elements into a string with NO SPACES (e.g., Dalba_BA_FinalReflection_7472.docx).

Course References

Alkin, M. C. (2011). *Evaluation essentials: From A to Z*. New York: Guilford.

Ellsworth, J. B. (2000). *Surviving change: A survey of educational change models*. Syracuse, NY:

ERIC. Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.

Reiser, R. A., & Dempsey, J. V. (2007). *Trends and issues in instructional design and technology* (2nd edition). Upper Saddle, NJ: Pearson.

Rogers, E. M. (2003). *Diffusion of innovations* (5th edition). New York: Free Press.

Schrum, L., & Levin, B. B. (2009). *Leading 21st century schools: Harnessing technology for engagement and achievement*. Thousand Oaks, CA: Corwin.

Additional Support Information

Center for Academic Success

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

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<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
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- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
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- **Center for Academic Success**
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- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

CURRENT: MEDT 8462 Leading and Managing Instructional Technology Programs. Fall 2018

***Instructor Information**

Instructor: Dr. Adriana D'Alba

Class Meeting Time & Location: This course is delivered 100% online (no face-to-face meetings)

Office Location: 140 Education Annex

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American Psychological Association. *Publication manual of the American Psychological Association* (6th Ed.)

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

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Other online assignments/activities	1050 minutes

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

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

Course Objectives and Learning Outcomes

Students will:

7. Provide leadership to the schools to facilitate the successful infusion of technology (Adaptive, Collaborative, Knowledgeable, Reflective)
8. Identify and promote awareness of the importance and the role of instructional technology in the teaching/ learning process (Decisive, Leading, Adaptive, Proactive, Reflective)
9. Discuss state and federal laws and programs as they relate to school instructional technology programs and their funding (Decisive, Leading, Adaptive, Collaborative)
10. Identify professional organizations and publications that focus on instructional technology, administration, and media, (Adaptive, Collaborative, Proactive, Reflective)
11. Describe and discuss effective instructional technology management and supervision techniques in educational settings (Decisive, Leading, Adaptive, Culturally Sensitive, Empathetic)
12. Develop a proposal and budget for technology funding (Decisive, Leading, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Proactive, Reflective)

Assignments and Evaluation Procedures

Class Participation

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

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

Online Discussions (200 points)

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

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

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

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

Student Work

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

Due Dates

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

Assignments:

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

Evaluation Procedures

Students are evaluated in the following areas:

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

GRADING SCALE:

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

COURSE SCHEDULE

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments

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

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

2. Professionalism

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

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

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

UWG Cares

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

Student Services

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

STUDENT NETIQUETTE

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

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

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

DISABILITY STATEMENT

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

CAMPUS CARRY

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

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

ACADEMIC HONESTY

All work completed in this course must be original work developed this semester and you are expected to adhere to the highest standards of academic honesty. **Be advised that this course uses Turnitin to track submissions.** It is your responsibility to make sure you are not accidentally plagiarizing, and that you are properly citing other people’s work. Plagiarism occurs when a student copies information from the internet, uses or purchases ghostwritten papers, or 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. **In this course, the assignment or discussion in question will be awarded a grade of zero, no resubmissions will be accepted, and further actions might be considered.**

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 will not be made.

DUAL SUBMISSION STATEMENT

Previous submissions cannot count towards or cannot be used for other submissions, as each assignment in this course has unique characteristics. 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.

FILE NAMING PROTOCOL

Follow this file naming convention FOR ALL SUBMITTED DOCUMENTS in this course and set your file name as indicated below:

- Your last name followed by an underscore ("_") - with NO SPACES - (e.g., Dalba_)
- The initials of your first and middle names followed by an underscore ("_") - with NO SPACES - (e.g., BA_)
- The Assignment Title (a concise version - keep it short) and an underscore ("_") - with NO SPACES - (e.g., FinalReflection_)
- The course number (i.e., for this course, 7472)
- Use the order as described above and assemble the 4 elements into a string with NO SPACES (e.g., Dalba_BA_FinalReflection_7472.docx).

Course References

Alkin, M. C. (2011). *Evaluation essentials: From A to Z*. New York: Guilford.

Ellsworth, J. B. (2000). *Surviving change: A survey of educational change models*. Syracuse, NY:

ERIC. Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.

Reiser, R. A., & Dempsey, J. V. (2007). *Trends and issues in instructional design and technology* (2nd edition). Upper Saddle, NJ: Pearson.

Rogers, E. M. (2003). *Diffusion of innovations* (5th edition). New York: Free Press.

Schrum, L., & Levin, B. B. (2009). *Leading 21st century schools: Harnessing technology for engagement and achievement*. Thousand Oaks, CA: Corwin.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvtslf>

MEDT - 8463 - Issues in Instructional Technology

2019-2020 Graduate Revise Course Request

Curriculum Proposal

Proposed Modifications (Check all that apply)*

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

If other, please identify.

Course Prefix* MEDT

Course Number* 8463

Course Title* Issues in Instructional Technology

Long Course Title Issues in Instructional Technology

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Course Type* Media and Instructional Technology

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

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

Frequency 3

Grading Graduate Standard Letter

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Credit Hours

Revised Student Learning Outcomes Students will:

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

Revised Restrictions**Revised Fee****Revised Frequency****Revised Grading**

Revised - Is this course repeatable for credit? Yes No

If yes, how many times?

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

Present or Projected Annual Enrollment* 150

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 21404

PROPOSED MEDT 8463 section XX: Issues in Instructional Technology, FX/xxxx

Class Meeting Time/Location	Online	Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page

<https://westga.view.usg.edu/>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

University Bookstore

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Center for Academic Success

<http://www.westga.edu/cas/>

678-839-6280

Distance Learning Library Services

<http://libguides.westga.edu>

Ingram Library Services

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

COE Vision

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

COE Mission

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

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

COURSE INFORMATION

Course Description

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

Credit Hours: 3

Prerequisites: None

Co-requisites: None

Required Text(s)

Christensen, C. M., Johnson, C., & Horn, M. (2016). *Disrupting class, expanded edition: How disruptive innovation will change the way the world learns*. New York: McGraw-Hill.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

Suggested Text(s): None

Required Instructional Resource: Tk20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

**If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu.

You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and "How to" guides, visit the [Tk20 webpage](#).

Computer Access

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

Recommended Course Materials

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

Course References:

Bitter, G. & Pierson, M. (2007). *Using technology in the classroom* (7th ed.) Boston, MA: Allyn & Bacon.

- Christensen, C. M., Johnson, C., & Horn, M. (2016). *Disrupting class, expanded edition: How disruptive innovation will change the way the world learns*. New York: McGraw-Hill.
- Forcier, R.C. & Descy, D.E. (2008). *The computer as an educational tool: Productivity and problem solving* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Grabe, M. & Grabe, C. (2007). *Integrating technology for meaningful learning*. (5th ed.). New York, NY: Houghton Mifflin.
- Morrison, G. R. & Lowther, D. L. (2010). *Integrating computer technology into the classroom: Skills for the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Reiser, R., & Dempsey, J. V. (2017). *Trends and issues in instructional design and technology* (4th ed.). Boston: Allyn & Bacon.
- Roblyer, M. D., & Doering, A. H. (2015). *Integrating educational technology into teaching* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional technology and media for learning* (10th ed.) Upper Saddle River, NJ: Pearson Education, Inc.
- Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (Eds.). (2014). *Handbook of research on educational communications and technology* (pp. 439-451). New York, NY: Springer.

Approaches to Instruction

This course uses a constructivist pedagogical approach.

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

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

Activity	Instructional Equivalent
Discussions	4540 minutes
Assignments	2400 minutes
Assessments	240 minutes

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

Course Objectives and Learning Outcomes

Students will:

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

4. Discuss the impact of existing and emerging media and technology on homes, schools, school library media centers, and industry. (ISTE-C: 1a, 1b, 1c, 6a, 6b, 6c; GaPSC: 1.1, 1.2, 1.3, 6.1, 6.2)
5. Analyze past and current debates on specific topics and methods for research on media and instructional technology; ISTE-C 2.b., 2.f., 3.a., 6.a., 6.c.; GaPSC: 2.2, 2.6, 3.1, 6.1, 6.2)
6. Discuss specific historical research on media and instructional technology. ISTE-C 1.a., 1.c., 2.c., 2.f., 2.g., 2.h., 4.b., 5.a., 5.b., 5.c., 6.a., 6.b., 6.c.; GaPSC: 1.1, 1.3, 2.3, 2.6, 2.7, 2.8, 4.1, 4.2, 4.3, 5.2, 6.1, 6.2)

Assignments and Evaluation Procedures

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

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
1. SWOT Analysis	Course Objectives 1-6	50	Rubric	CourseDen	.
2. Clark-Kozma Position Paper	Course Objectives 2,3,4,5,6	100	Rubric	CourseDen & TK20	
3. ID Model Presentation	Course Objectives 1,2,3,6	100	Checklist/Rubric	CourseDen	
4. Discussions	Course Objectives 1-6	10@10=100pts	Rubric	CourseDen	
5. Quizzes	Course Objectives 1-6	4@25=100pts	Objective Quizzes	CourseDen	
6. Final Reflection	Course Objectives 1-6	50	Checklist/Observations	CourseDen	
Total Points		500			
Professionalism/Participation		50 Possible points deducted			

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Submitting Assignments

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

Resubmissions

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

Late Submissions

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

2. Class discussions and participation

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

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

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

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

You are expected to read and participate in ALL online discussions. Missing one discussion can be the difference between an A and a B grade. You are required to post your initial thoughts and respond to AT LEAST two other postings for a discussion to be considered complete. **You must respond to the postings in a meaningful manner** ("I agree" or "this is interesting" are not proper

responses). Video posting of discussion replies are encouraged, however, initial responses need to be written.

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

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

3. Professionalism

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

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

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

Attendance

Synchronous Attendance:

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

Online Attendance:

In an online class, online attendance counts. I believe that regular logging in is one of the single most important behaviors you can adopt that will impact your performance. Regular logging in keeps you in touch with the class, both in terms of the learning going on and relevant course announcements that occur weekly.

Students who do not login regularly in the online environment can experience frustration, anxiety, guilt, fear, alienation, etc. (varying by student). These are not ideal learning conditions. The online attendance policy encourages your regular online attendance and participation so that you have a better learning experience.

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

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

Professionalism

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

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

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

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

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a

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

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

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

Communication Rules

Professional Conduct

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

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

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

- Be sensitive and reflective to what others are saying.

- Proofread your writing(spell check/grammar) every time.
- Don't use all caps. It is the equivalent of screaming.
- Avoid excessive exclamation points '!' - this is similar to yelling.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Avoid text-style language/symbols, such as lol, :, (^_^),etc. Use standard/proper English.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional

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

Student Email Policy

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

The Course Schedule

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

CURRENT MEDT 8463 Issues in Instructional Technology

Class Meeting Time/Location	Online	Online Hours	Monday and Thursdays, 7p.m. - 9:00 p.m.
Instructor	Dr. Jonathan Gratch	Telephone	Office: 678-839-4760 Mobile: 682-233-0441 (Text available)
Office Location	Education Annex 124	westga email	jgratch@westga.edu
Office Hours	Tuesday and Wednesday 12-3PM	Skype	jsgratch

Support for Courses

CourseDen D2L Home Page

<https://westga.view.usg.edu/>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

University Bookstore

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Center for Academic Success

<http://www.westga.edu/cas/>

678-839-6280

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Ingram Library Services

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

COURSE DESCRIPTION

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

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

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

themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

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

APPROACHES TO INSTRUCTION

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

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

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

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

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

COURSE OBJECTIVES

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

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

Lowther, 2010; Christensen, Johnson, & Horn, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Adaptive, Knowledgeable, Leading, Proactive, Reflective; NBPTS Propositions 4, 5);

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

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text

Christensen, C. M., Johnson, C., & Horn, M. (2016). *Disrupting class, expanded edition: How disruptive innovation will change the way the world learns*. New York: McGraw-Hill.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (italics) Washington, D.C.: American Psychological Association.

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

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

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

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

For assistance, please email tk20@westga.edu.

Computer Access

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

Recommended Course Materials

- A computer that meets the following minimum specifications:

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

- Microsoft Office 2007 or 2010 (available at no cost for students through University of West Georgia Student Information Technology Services – <http://www.westga.edu/sits/>)
- Removable Disks - USB Flash/Jump Drive to store your files for the class. Be sure to backup your work constantly!

Related References

- Bitter, G. & Pierson, M. (2007). *Using technology in the classroom* (7th ed.) Boston, MA: Allyn & Bacon.
- Forcier, R.C. & Descy, D.E. (2008). *The computer as an educational tool: Productivity and problem solving* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Grabe, M. & Grabe, C. (2007). *Integrating technology for meaningful learning*. (5th ed.). New York, NY: Houghton Mifflin.
- Morrison, G. R. & Lowther, D. L. (2010). *Integrating computer technology into the classroom: Skills for the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Reiser, R., & Dempsey, J. V. (2011). *Trends and issues in instructional design and technology* (3rd ed.). Boston: Allyn & Bacon.
- Roblyer, M. D., & Doering, A. H. (2010). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional technology and media for learning* (10th ed.) Upper Saddle River, NJ: Pearson Education, Inc.

Relevant Websites

Instructional Design –

<http://www.indiana.edu/~idtheory/home.html>

IT Organizations –

<http://www.gait-inc.org/> (GA Assn. of IT)

<http://www.iste.org/>

<http://www.aect.org/>

<http://www.cast.org/>

<http://www.aace.org/>

Technology for Kids - <http://www.4kids.org/>

Technology for Teachers – <http://www.4teachers.org/>

Technology for Students with Disabilities –

<http://www.closingthegap.com/>

<http://www.gpat.org/>

Technology Sites –

<http://educate.intel.com/en/thejourneyinside/>

<http://www.learningpt.org/>

<http://www.tcet.unt.edu/tek-plan.htm>

Assignments/Projects

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

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

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

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

4: Online Discussions/Activities (100 points): You will participate in online discussions/activities. (Course Objectives 1 - 4: knowledge, skills, dispositions)

5: Quizzes (100 points):

You will complete five quizzes related to the readings. (Course Objectives 1 - 4: knowledge, skills)

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

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

Evaluation Procedures

Students will be evaluated in the following way:

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

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

Extra Credit: Extra credit assignments will not be made.

Due Dates: All products/assignments/discussions will be due on the due dates posted.

Do not fall behind in the class. Late assignments will not be accepted and will be assigned a score of **zero**. Missed assignments may be made up only in the event of emergencies. It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress.

You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me **PRIOR** to the deadline to make possible arrangements. I know sometimes real life situations happen that can affect your class performance, which is why I insist if you have any issue, to contact me as soon as possible.

GRADING SCALE:

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

COURSE SCHEDULE

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

CLASS POLICIES

1. Submitting Assignments

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

Resubmissions

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

Late Submissions

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

2. Class discussions and participation

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

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

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

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

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

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

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- o Actively participating in online discussions.
- o Turning in assignments on time.
- o Arriving to and leaving scheduled virtual classes punctually.
- o Treating class members, professor, and colleagues with respect in and out of the online course environment.

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

ACADEMIC HONESTY

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

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

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

DISABILITY STATEMENT

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

appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class as needed) are available to all students, within constraints of time and space.

COMMUNICATION STATEMENT

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

MEDT - 8465 - Human Performance Improvement

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix*	MEDT	Course Number*	8465
Course Title*	Human Performance Improvement		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Media and Instructional Technology		
College - School/ Department*	Department of Educational Technology and Foundations		
Catalog Course Description*	Human Performance Improvement is a course for applying a systematic approach for identifying gaps in human performance and developing strategies to close the gaps. Students will work with a variety of models and techniques to identify performance requirements and develop multiple approaches for improving human performance across multiple types of organizations.		
Is this a School of Nursing course?*	<input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Desired Effective Semester*	Fall		
Desired Effective Year*	2019		
Frequency	3		
Grading*	Graduate Standard Letter		
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Explain principles of human performance improvement (GaPSC-IT 6; ISTE-C 6; ATD Performance Improvement, Change Management). 2. Review literature relevant to human performance improvement (GaPSC-IT 6; ISTE-C 6; ATD Performance Improvement, Change Management). 3. Review and critique performance measurement instruments (GaPSC-IT 2; ISTE-C 2; ATD Performance Improvement, Evaluating Learning Impact, Integrated Talent Management). 4. Conduct a gap analysis for human performance (GaPSC-IT 5; ISTE-C 4; ATD Performance Improvement, Evaluating Learning Impact, Integrated Talent Management, Change Management). 5. Given a specific context, develop strategies and interventions for improving human performance (GaPSC-IT 1, 5; ISTE-C 1, 4; ATD Performance Improvement, Learning Technologies, Managing Learning Programs, Integrated Talent Management, Coaching, Knowledge Management, Change Management). 		
Rationale*	This course will be a core course in the EDS IT program. The course objectives and activities better align to the ISTE and GaPSC standards for IT.		
Prerequisites			

Corequisites

Cross-listing

Restrictions

May be repeated No

Fee* None

Fee Justification

Additional Stipulations

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

Present or Projected Annual Enrollment* 150

Attach syllabus* Syllabus has been attached - This is required

MEDT 8465: Human Performance Improvement

*Instructor Information

Instructor: TBD
Class Meeting Time & Location: TBD
Office Location: TBD
Telephone (direct): TBD

Telephone (department): TBD
Online Hours: TBD
Westga email: TBD
Skype or Google+ name: TBD

*Support for Courses

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

[CourseDen D2L Home Page](#)

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

[24/7/365 D2L Help Center](#)
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

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

measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

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

Credit Hours: 3

Prerequisites: None

Co-requisites:

Texts, Readings, and Instructional Resources

Required Text(s) Van Tiem, D., & Moseley, J. L. (2012). *Fundamentals of performance improvement: Optimizing results through people, process, and organizations* (3rd ed.). San Francisco: Pfeiffer.

Suggested Text(s) None

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the "How to" guides, visit the [Tk20 webpage](#).

Approaches to Instruction

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

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

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

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

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

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

Course Objectives and Learning Outcomes

Students will:

1. Explain principles of human performance improvement (GaPSC-IT 6; ISTE-C 6; ATD Performance Improvement, Change Management).
2. Review literature relevant to human performance improvement (GaPSC-IT 6; ISTE-C 6; ATD Performance Improvement, Change Management).
3. Review and critique performance measurement instruments (GaPSC-IT 2; ISTE-C 2; ATD Performance Improvement, Evaluating Learning Impact, Integrated Talent Management).
4. Conduct a gap analysis for human performance (GaPSC-IT 5; ISTE-C 4; ATD Performance Improvement, Evaluating Learning Impact, Integrated Talent Management, Change Management).
5. Given a specific context, develop strategies and interventions for improving human performance (GaPSC-IT 1, 5; ISTE-C 1, 4; ATD Performance Improvement, Learning Technologies, Managing Learning Programs, Integrated Talent Management, Coaching, Knowledge Management, Change Management).

Assignments

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

1: Human Performance Improvement Literature Review (200 points)

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

2: Gap Analysis Report (300 points)

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

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

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

4: Online Discussions and Module Activities (200 points)

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

Grading Information and Policy

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

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

Course Policies

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

Attendance Policy:

Students are required to login 3-4 times per week.

Late Work:

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

Professional Conduct:

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

- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in all online class activities
- Submitting assignments on time
- Treating class members and colleagues with respect in and out of the class

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

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

Netiquette

Communication in an online class requires special consideration. Please read the short list of tips.

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

References

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- Robinson, D. G. (2015). *Performance consulting: A strategic process to improve, measure, and sustain organizational results* (3rd ed.). Oakland, California: Berrett-Koehler Publishers.
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- Warrick, D. D. (2016). What leaders can learn about teamwork and developing high performance teams from organization development practitioners. *Performance Improvement*, 55(3), 13 – 21.

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Network Etiquette:

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

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

Expected Response Times

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

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1			<i>TBD by Professor</i>	<i>TBD by Professor</i>

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
2			<i>TBD by Professor</i>	<i>TBD by Professor</i>

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

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

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

Smarthinking

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

Student Services

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
- <http://uwgonline.westga.edu/students.php>
- online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>

- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

MEDT - 8466 - Comprehensive Exam for Ed.S. Media IT

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix*	MEDT	Course Number*	8466
Course Title*	Comprehensive Exam for Ed.S. Media IT		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	0		
Credit Hrs*	0		
Course Type*	Media and Instructional Technology		
College - School/ Department*	Department of Educational Technology and Foundations		
Catalog Course Description*	A comprehensive final examination, in the form of a portfolio, is administered during the semester immediately preceding graduation to all candidates seeking an Ed.S. in Media (Instructional Technology Concentration) degree. The comprehensive exam will be submitted via CourseDen.		
Is this a School of Nursing course?*	<input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Desired Effective Semester*	Fall	Desired Effective Year*	2019
Frequency	3	Grading*	Satisfactory/Unsatisfactory - No IP
Student Learning Outcomes	1) Create a portfolio aligned to the ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD); 2) Explain how their learning and professional growth align to the standards (i.e., ISTE-C or ATD) as supported by appropriate artifacts; 3) Describe how their knowledge and skills gained in the program have influenced their professional development.		
Rationale*	Currently students in our program are required to complete a portfolio prior to graduation. By adding a zero credit required course for students to enroll in we will better be able to track and grade portfolios.		
Prerequisites			
Corequisites			
Cross-listing			
Restrictions	Students need to be in their final semester of the EDS IT program.		
May be repeated			

Fee* None

Fee Justification

Additional Stipulations

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 150

Attach syllabus* Syllabus has been attached - This is required

MEDT 8466 Comprehensive Exam for Ed.S. Media IT Semester/Year

Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

Support for Courses

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

[CourseDen D2L Home Page](#)

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

[24/7/365 D2L Help Center](#)
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards, i.e., ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD), are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

A comprehensive final examination, in the form of a portfolio, is administered during the semester immediately preceding graduation to all candidates seeking an Ed.S. in Media (instructional technology track) degree. The comprehensive exam will be submitted via CourseDen.

Credit Hours: 0

Texts, Readings, and Instructional Resources

Required Text(s) None

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication. Students should continue to monitor their progress in the IT Advising Course at <https://westga.view.usg.edu/d2l/home/1585425>.

Course Objectives and Learning Outcomes

The student will:

- 1) Create a portfolio aligned to the ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD);
- 2) Explain how their learning and professional growth align to the standards (i.e., ISTE-C or ATD) as supported by appropriate artifacts;
- 3) Describe how their knowledge and skills gained in the program have influenced their professional development.

Assignments

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

Portfolio: All students in Instructional Technology are required to submit an electronic portfolio. An eportfolio is a collection of work used to illustrate competency or mastery in some defined area of knowledge and/or set of skills. It also provides a means for reflection on personal and professional development. (Aligns to Objectives 1, 2, and 3; Rubric).

Required Elements

1. Introduction
2. Resume
 - a. The resume should include information such as name, degrees/certifications earned with the year, contact information, and professional experiences.
3. Standards/Artifacts/Reflection
 - a. For each standard (ISTE-C or ATD Competency):
 - i. Select and present at least two artifacts that demonstrate your knowledge and skill in the area. Provide a brief annotation for each artifact. In the annotation, include (1) a title for the artifact, (2) a brief description of the artifact, (3) the course number and course title where the artifact was created, and (4) the relevant Conceptual Framework Descriptors.
 - ii. Include a reflection on your learning and professional growth in the area related to the standards and the artifacts.
4. Overall Reflection
 - a. Include a reflection to describe how your learning in the program overall has influenced your professional development.
5. Future Career Plans
 - a. Include a description of your future career plans.

Graduate Exit Survey: All students will complete an exit survey at the end of the semester.

Grading Information and Policy

The pass/fail grade for MEDT 8466 will be recorded as “S” (Satisfactory, Pass) or “U” (Unsatisfactory, Fail). Candidates who receive a grade of “U” will have to re-enroll in MEDT 8466 during a following semester.

A rubric for the portfolio/comprehensive exam is provided in CourseDen.

Course Policies

Attendance Policy:

Students should continue to monitor their progress in the IT Advising Course at <https://westga.view.usg.edu/d2l/home/1585425>. At the beginning of the graduation semester, students must contact their advisor; participation and engagement with academic advisor up to the date of the delivery of the comprehensive exam is required.

Late Work:

There will not be a make-up date. Failure to submit the comprehensive exam by the deadline will be recorded as an “F.” The student will be required to re-enroll in a future semester.

Professional Conduct:

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

UWG Policies

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

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Communication Rules

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Do not use the email function within CourseDen. ALL communication should transpire via the official UWG e-mail.

Network Etiquette:

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

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
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- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

The score on the portfolio will be returned up to four weeks after submission.

Class Schedule Information

The portfolio/comprehensive exam is due by the following deadline:

Spring Semester Deadline: March 1
 Summer Semester Deadline: June 20
 Fall Semester Deadline: October 31

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

Additional Support Information

Technical Support

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- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administratio>
[n/vpaa/common-language-course-](https://www.westga.edu/administratio)
[syllabi.php](https://www.westga.edu/administratio)
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
[https://www.westga.edu/student-](https://www.westga.edu/student-services/counseling/accessibility-services.php)
[services/counseling/accessibility-](https://www.westga.edu/student-services/counseling/accessibility-services.php)
[services.php](https://www.westga.edu/student-services/counseling/accessibility-services.php)
- **Student Services**
[http://uwgonline.westga.edu/online-](http://uwgonline.westga.edu/online-student-guide.php)
[student-guide.php](http://uwgonline.westga.edu/online-student-guide.php)
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- [https://www.westga.edu/library/resour-](https://www.westga.edu/library/resource-sharing.php)
[ce-sharing.php](https://www.westga.edu/library/resource-sharing.php)
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
[http://uwgonline.westga.edu/exams.ph](http://uwgonline.westga.edu/exams.php#student)
[p#student](http://uwgonline.westga.edu/exams.php#student)
- **Student Services**
[https://uwgonline.westga.edu/online-student-](https://uwgonline.westga.edu/online-student-guide.php)
[guide.php](https://uwgonline.westga.edu/online-student-guide.php)
- **UWG Accessibility Statements for Technology**
[https://docs.google.com/document/d/16Ri1Xg](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1)
[aXiGx28ooO-](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1)
[zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?t](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1)
[s=57b4c82d#heading=h.yrqeffvts1](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1)

Graduate Certificate in Nonprofit Management and Community Development

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify.

Program Name* Graduate Certificate in Nonprofit Management and Community Development

Program ID* 1816

Program Code

Program Type* Certificate

Degree Type* Certificate

College - School/ Department* Department of Political Science

Program Description* Purpose
 Students may earn the Graduate Certificate in Nonprofit Management and Community Development (GCNMCD) after completing 15 graduate semester credit hours. The GCNMCD is designed to train future leaders in non-profit organizations and community development. The certificate program helps students pursue the goal of career advancement in nonprofit organizations. A bachelor's degree is prerequisite. The program provides opportunities to learn:

The theoretical principles and practical applications of management for charities and nonprofit organizations

Leadership for nonprofit organizations, focusing on community development

Unique management tools for nonprofit organizations such as fundraising, marketing, accounting strategies, and strategic planning

Capacity building, sustainable strategy, and collaborative network.

Nonprofit entrepreneurship to deal with community developmental issues

Learning Outcomes
 Certificate students will demonstrate the knowledge and understanding of:

Theoretical principles and management applications in nonprofit organizations

Leadership and problem-solving techniques and skills in nonprofit management

Roles of nonprofit organizations in delivering public values in local communities

Admission

The GCNMCD is open to all prospective students who have a bachelor's degree with a GPA of 2.5 or above. Any bachelor's degree meets the requirements for admission. Prospective students must complete the Graduate School online application form and submit it along with official college transcripts prior to being accepted into the GCNMCD. All prospective students also should submit two letters of recommendation and a statement of purpose that includes reasons for seeking a certificate in Nonprofit Management and Community Development.

Status* Active-Visible Inactive-Hidden

Modified Program Learning Outcomes

Modification Comments*

The Modifications:

1. The Research Methods section is removed and the courses (SOCI 6613, SOCI 6660, SOCI 6013, POLS 6202, SOCI 6015, and SOCI 6003) in the section are moved to the elective course section.
2. In the elective course section, POLS 6203 Public Personnel Administration is outdated and wrong. The current course titles are
 - POLS 6203: Public Organizational Theory
 - POLS 6206: Public Human Resource Management
3. In the elective course section, POLS 6211 Disaster Management is newly included since more nonprofit organizations are involved in supporting disaster and emergency issues.

Rationale*

The Background:

The current program sheet of the certificate has outdated course information and needs to include newly developed courses and relevant courses. In addition, students in the programs often report that technical discussions such as statistics and research methods are useful but too advanced for utilizing in their daily problem solving activities. In fact, the "research method course" requirement has prevented potential applicants from applying for the certificate. Thus, the courses under research methods section need to be moved to the elective course sections. This modification will improve admission opportunity for local nonprofit leaders and provide better learning opportunity for the current and future students who are working for daily problem-solving activities in nonprofit organizations.

The Rationale:

1. Updating the new course development and correcting the errors
2. Improving the learning opportunity for the students
3. Improving the application rate for the certificate
4. Balancing with other similar certificate requirements

Prospective Curriculum*

Program of Study

The GCNMCD requires the completion of 15 semester hours of graduate credit. The program is built on five tiers of course work:

Foundation course (3 hours):

All students must complete this core: POLS 5215 Management of Nonprofit Organizations

Note:

(Those students who have taken POLS 4215 (Management of Nonprofit Organizations) with a grade of C or higher at UWG can substitute POLS 5215 with other elective courses in the program.)

Resource development and management (3 hours):

One course from the following:

POLS 5217 Grant Writing for Nonprofit Organizations
POLS 6200 Public Budgeting and Financial Management
ACCT 6264 Nonprofit Accounting and Auditing

Elective (6 hours):

Two of the following electives in your area of interest or expertise (or any of the above):

SOCI 5734 Social Work Skills
SOCI 5803 Environmental Sociology
SOCI 5300 Housing and Homelessness
SOCI 6255 Delinquency, Family, and the Community
POLS 5721 Housing and Community Development
SOCI 6700 Social Movements, Protest and Change
SOCI 6280 Seminar in Social Justice
POLS 5210 Public Management
POLS 5211 State and Local Politics and Administration
POLS 6203 Public Organizational Theory
POLS 6204 Public Policy Analysis and Program Evaluation
CRIM 6275 Planning and Evaluation
SOCI 6275 Planning and Evaluation
PSYC 7030 Introduction to Organizational Development
PSYC 6400 Psychology, Culture, and Society
SOCI 6013 Social Research
SOCI 6613 Qualitative Research
SOCI 6660 Institutional Ethnography
POLS 6202 Research Methods for Public Administration
POLS 6211 Disaster Management
POLS 6206 Public Human Resource Management
SOCI 6015 Managing Data
SOCI 6003 Advanced Statistics for Sociology

Internship (3 hours):

POLS 6286 Public Administration Internship
[Right] (or)
SOCI 6286 Internship

Note:

(In lieu of an internship, students can take an elective graduate course in any area of interest)

Desired Effective Semester* Spring

Desired Effective Year* 2019

Program Location* Carrollton

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Check all that apply to this program*

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

SACSCOC Comments

Is Senate Review required?* Yes No

Student Name: _____

UWG ID: _____

Graduate Certificate in Nonprofit Management and Community Development

Students may earn the Graduate Certificate in Nonprofit Management and Community Development after completing 15 graduate semester credit hours as specified below:

Foundation course:

POLS 5215: Management of Nonprofit Organizations -- FALL

(Those students who have taken POLS 4215 (management of nonprofit organizations) with a grade of C or higher at UWG can substitute POLS 5215 with other elective courses in the program)

One course in resource development and management:

POLS 5217: Grant Writing for Nonprofit Organizations -- SPRING

ACCT 6264: Nonprofit Accounting and Auditing -- FALL

POLS 6200: Public Budgeting and Financial Management -- SPRING

One course in research methods:

SOCI 6613: Qualitative Research

SOCI 6660: Institutional Ethnography

SOCI 6013: Social Research

POLS 6202: Research Methods for Public Administration -- FALL

CRIM 6015: Managing Data

SOCI 6003: Advanced Statistics for Sociology

One of the following electives in your area of interest or expertise (or any of the above):

SOCI 5734: Social Work Skills

SOCI 5803: Environmental Sociology

SOCI 5300: Housing and Homelessness

SOCI 6255: Delinquency, Family, and the Community

POLS 5721: Housing and Community Development

POLS 6209: Theories of Public Organization

SOCI 6700: Social Movements, Protest and Change

SOCI 6280: Seminar in Social Justice

POLS 5210: Modern Public Management

POLS 5211: State and Local Politics and Administration

POLS 6203: Public Personnel Administration

POLS 6204: Public Policy Analysis and Evaluation -- SPRING

CRIM or SOCI 6275: Planning and Evaluation

PSYC 7030: Intro to Organizational Development

PSYC 6400: Psychology, Culture and Society

Internship

POLS 6286: Internship -- ANY SEMESTER

SOCI 6286: Internship -- ANY SEMESTER

(In lieu of an internship, students can take an elective graduate course in any area of interest)

Overlap with Existing Degree Programs and Additional Course Needs

Students enrolled in the Nonprofit Management and Community Development may use certificate courses toward the completion of MA degrees in Criminology, Psychology, and Sociology. Students seeking the certificate in conjunction with any of the above listed MA degree programs in the college of Social Sciences must consult their graduate advisors to ensure that they are on track to meet degree requirements.

Student Signature

Date

Director of Graduate Studies/Authorized Representative

Date

(Revised: 10/20/2016)

Program Modification
Graduate Certificate for Nonprofit Management and Community Development
(GCNMCD)

Proposed by Dr. Sooho Lee,
Director of GCNMCD and MPA

The Background:

The current program sheet of the certificate has outdated course information and needs to include newly developed courses and relevant courses. In addition, students in the programs often report that technical discussions such as statistics and research methods are useful but too advanced for utilizing in their daily problem solving activities. In fact, the “research method course” requirement has prevented potential applicants from applying for the certificate. Thus, the courses under research methods section need to be moved to the elective course sections. This modification will improve admission opportunity for local nonprofit leaders and provide better learning opportunity for the current and future students who are working for daily problem-solving activities in nonprofit organizations.

The Modifications:

1. The Research Methods section is removed and the courses (SOC 6613, SOC 6660, SOC 6013, POLS 6202, CRIM 6015, and SOC 6003) in the section are moved to the elective course section.
2. In the elective course section, POLS 6203 Public Personnel Administration is outdated and wrong. The current course titles are
 - POLS 6203: Public Organizational Theory
 - POLS 6206: Public Human Resource Management
3. In the elective course section, POLS 6211 Disaster Management is newly included since more nonprofit organizations are involved in supporting disaster and emergency issues.

The Rationale:

1. Updating the new course development and correcting the errors
2. Improving the learning opportunity for the students
3. Improving the application rate for the certificate
4. Balancing with other similar certificate requirements

Appendix. The Program Sheet of GCNMCD

Student Name: _____

UWG ID: _____

Graduate Certificate in Nonprofit Management and Community Development

Students may earn the Graduate Certificate in Nonprofit Management and Community Development after completing 15 graduate semester credit hours as specified below:

I. Foundation Course:

POLS 5215: Management of Nonprofit Organizations

(Those students who have taken POLS 4215 (management of nonprofit organizations) with a grade of C or higher at UWG can substitute POLS 5215 with other elective courses in the program)

II. Resource Development and Management (one course):

POLS 5217: Grant Writing for Nonprofit Organizations

ACCT 6264: Nonprofit Accounting and Auditing

POLS 6200: Public Budgeting and Financial Management

One course in research methods:

SOCI 6613: Qualitative Research

SOCI 6660: Institutional Ethnography

SOCI 6013: Social Research

POLS 6202: Research Methods for Public Administration

CRIM 6015: Managing Data

SOCI 6003: Advanced Statistics for Sociology

III. Electives Courses for Social Issues, Management, Assessment, and Public/Nonprofit Sectors (two courses)

SOCI 5734: Social Work Skills

SOCI 5803: Environmental Sociology

SOCI 5300: Housing and Homelessness

SOCI 6255: Delinquency, Family, and the Community

POLS 5721: Housing and Community Development

POLS 6209: Theories of Public Organization

SOCI 6700: Social Movements, Protest and Change

SOCI 6280: Seminar in Social Justice

POLS 5210: Modern Public Management

POLS 5211: State and Local Politics and Administration

POLS 6203: Public Organizational Theory

~~POLS 6203: Public Personnel Administration~~ POLS 6206 Public Human Resource Management

POLS 6204: Public Policy Analysis and Evaluation

POLS 6211: Disaster Management

CRIM or SOCI 6275: Planning and Evaluation

SOCI 6613: Qualitative Research

SOCI 6660: Institutional Ethnography
SOCI 6013: Social Research
POLS 6202: Research Methods for Public Administration
CRIM 6015: Managing Data
SOCI 6003: Advanced Statistics for Sociology
PSYC 7030: Intro to Organizational Development
PSYC 6400: Psychology, Culture and Society

IV. Internship (either one internship)

POLS 6286: Internship

SOCI 6286: Internship

(In lieu of an internship, students can take an elective graduate course in any area of interest)

Overlap with Existing Degree Programs and Additional Course Needs

Students enrolled in the Nonprofit Management and Community Development may use certificate courses toward the completion of MA degrees in Criminology, Psychology, and Sociology. Students seeking the certificate in conjunction with any of the above listed MA degree programs in the college of Social Sciences must consult their graduate advisors to ensure that they are on track to meet degree requirements.

Student Signature

Date

Director of Graduate Studies/Authorized Representative

Date

(Revised: 08/20/2018)

~~(Revised: 10/20/2016)~~

Addendum IV

Department Name Change

Effective Fall 2019, Foreign Languages and Literatures will become **International Languages and Cultures**

Rationale:

1) We felt that "International" was better than "foreign" because languages are not bound to any particular nation, nor are nations or regions identified exclusively with any one language, or even any set of "official" languages. Global patterns of migration; the globalization of markets and ideas; displacement brought on by conflict or other crises - all these phenomena contribute to the cross-border mobility of languages. For example, it does not make sense to call Spanish a "foreign" language when it is the native language of tens of millions of Americans. The 2010 American Community Survey estimated that there were 650,000 Spanish speakers in Georgia alone, over 200,000 of which "did not speak English at all" or "did not speak English very well." A 2014 Pew Research Center survey identified 923,000 Hispanics in Georgia, 81% of which spoke a language other than English at home. There are also tens of thousands of French and German speakers in Georgia, according to the American Community Survey. Overall, census data show that 13.7% of Georgians speak a language other than English at home. The foreign/domestic dichotomy does not accurately reflect the linguistic diversity of Georgia or the United States.

2) We preferred "cultures" to "literatures" because other forms of cultural expression (film, comics, art, mass culture etc.) represent an important part of our curriculum and of our faculty's research agendas. The word "cultures" embraces this variety.

3) The word "International" both echoes and signals our commitment to interdisciplinary teaching, learning, and research. We strive to continue and expand our contributions to Gender and Sexuality Studies, Film Studies, Global Studies, and other interdisciplinary programs, all of which benefit from the international and transnational perspectives we offer.