

Memorandum

To: General Faculty
Date: October 10, 2018
Regarding: Faculty Senate Agenda for October 12, 2018 in Nursing 106

1. Call to Order

2. Minutes

A) Approval of Minutes from September 14, 2018 ([Addendum I](#))

3. Committee Reports

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

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

A) College of Education

1) Department of Early Childhood through Secondary Education

a) [ECSE 4785: Practicum III](#)

Request: Add

b) [Bachelor of Science in Education, Elementary Education](#)

Request: Modify

B) College of Science and Mathematics

1) Department of Biology

a) [BIOL 4986: Biological Internship](#)

Request: Modify

2) Department of Chemistry

a) [CHEM 1211: Principles of Chemistry I](#)

Request: Modify

b) [CHEM 1212: Principles of Chemistry II](#)

Request: Modify

c) [CHEM 2411: Organic Chemistry I](#)

Request: Modify

d) [CHEM 3521: Quantum Chemistry](#)

Request: Modify

e) [CHEM 3550L: Physical Chemistry Laboratory](#)

Request: Modify

- f) [CHEM 4330K: Instrumental Analysis](#)

Request: Modify

- g) [CHEM 4913L: Advanced Synthesis Laboratory](#)

Request: Modify

C) College of Social Science

- 1) Department of Anthropology

- a) [ANTH 4983: Directed Research](#)

Request: Modify

- 2) Department of Mass Communications

- a) [Communication Studies Minor](#)

Request: Add

D) Interdisciplinary Studies and Honors College

- 1) Interdisciplinary Studies

- a) XIDS 2002: Medicine in the Greco-Roman Era ([Addendum III](#))

Request: Add

- b) XIDS 2100: Self-Concept and Identity ([Addendum IV](#))

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

Action Items:

A) Student Affairs

- 1) Center for Adult Learners and Veterans

- a) Military Withdrawal Policy ([Addendum V](#))

Request: Modify

NB: this policy was concomitantly approved by Academic Policies

Information Items:

A) College of Education

- 1) Department of Educational Technology and Foundations

- a) [Online Teaching Endorsement](#) ([Addendum VI](#))

Request: Modify

Committee X: Rules Committee (Susana Velez-Castrillon)

A) *UWG Faculty Handbook*

- 1) Dismissal Process of a Faculty Member, 105 (**Addendum VII**)
Request: Remove
- B) UWG Academic Affairs Policies
 - 1) UWG Discipline and Grievance Procedure, 2.6 (**Addendum VIII**)
 - a) Dismissal Process, 2.6.1
Request: Approve
5. Old Business
6. New Business
7. Announcements
 - A) Senate Liaison Reports
8. Adjournment

Addendum I

Faculty Senate
Draft Meeting Minutes
September 14, 2018

1. Call to Order

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

2. Roll Call and brief introduction of new Senators

Present:

Bertau, Branyon, Chwialkowska, Cormican, Dahms (Hunt, sub.), DeFoor, Dutt, Edelman, Elman, Faucette, Fleming, Geyer, Green, Hansen, Hoang, Hong, Johnson (Grant, sub.), McKendry-Smith, Merrem, Miller, Moon, Morris, Neely, Nickell, Pashia, Perryman (Council, sub.), Pidhainy, Reber, Rees, Robinson, Scremin, Snipes, Stanfield, Sterling, Tweraser, Vasconcellos, Velez-Castrillon, Wadlington, Zamonstny, and Zot

Absent:

Abrokwa, Barbour, Bohannon, Hipchen, Khodkar, Lee, Pencoe, Remshagen, Richter, and Rutledge

3. Minutes

A) April 27th meeting minutes were approved electronically on May 4th

4. Committee Reports

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

Action Items:

A) College of Social Sciences

1) Mass Communications Department

a) [COMM 3200 Rhetoric and Social Influence](#)

Request: Add

b) [COMM 3320 Small Group Communication](#)

Request: Add

c) [COMM 3340 Advanced Interpersonal Communication](#)

Request: Add

- d) [COMM 3360 Intercultural Communication](#)
Request: Add
- e) [COMM 4200 Communication and Gender](#)
Request: Add
- f) [COMM 4210 Communication and Conflict](#)
Request: Add
- g) [COMM 4220 Health Communication](#)
Request: Add
- h) [COMM 4600 Communication Theory](#)
Request: Add

Items a-h were presented as a block. All were approved unanimously.

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

Action Items:

A) College of Education

1) Media, Instructional Technology

- a) [MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning](#)

Request: Add

- b) [MEDT 7492 Leadership and Administration of Online Learning and e-Learning](#)

Request: Add

Items a and b were presented together. Both were approved unanimously.

B) Graduate School

1) Graduate Faculty Approval Policy (**Figure One**)

Request: Modify

Item was unanimously approved.

Information Items:

A) College of Education

1) Department of Leadership, Research, and School Improvement

- a) [Program Evaluation Certificate](#)

Request: Deactivate

2) [Master of Education with a Major in Speech-Language Pathology](#)

Request: Modify

5. Old Business

6. New Business

7. Announcements

A) Fiber optic loop boring project, David Jenks

Dr. Jenks shared that there will be ongoing boring around campus this year, as crews work to install the new fiber optic loop. Elsa Pena, head of the project, has worked in tandem with academic leaders to ensure that boring is not done around classroom buildings during mid-term or final examinations or during peak class meeting time. Should loud noise disrupt, faculty are encouraged to report.

B) Senate Liaison Reports

a) Tech Fees—Dr. Morris indicated that the Tech Fees committee has voted to maintain the \$55 for students. Additionally, the Tech Fee Committee held two lengthy in-person meetings and participated in several e-mail exchanges to allocate \$1.48 million in tech fee funds for projects submitted from UWG's seven academic units, along with Student Affairs, University Advancement, and the Newnan campus. The committee received nearly \$2 million in funding requests and was able to provide about 75% of those requested funds. Of the 64 project proposals submitted, the committee provided partial or full funding for 60 projects. Of import is also the earlier application deadline for next year's Tech Fee project funding. During AY 17/18 (FY 18), the submissions were due in January and early February. This AY, information about the application process was sent in July, and faculty will be encouraged to submit their applications in November and December, with the final application deadline set for early January.

b) Convocation—Dr. Fleming reported that the committee met to debrief summer's graduation. They will begin discussing any proposed optimizations to spring graduation at future meetings this AY.

C) VPAA Announcements

Dr. Crafton reminded colleagues of the Town Hall scheduled for September 19th at 10:00 a.m. in the Campus Center Ballroom.

At Chair Butler's request, Provost Crafton also discussed briefly his charge that the Executive Committee's chairs propose ways for standing committees to address climate concerns, particularly those of adjuncts and limited-term instructors.

8. Adjournment

The meeting was adjourned at 3:31 p.m.

Respectfully Submitted,

Angela Insenga

Professor of English

Executive Secretary to the Faculty Senate and General Faculty

Figure One

Proposed Graduate Faculty Policy and Procedure

There are two categories of Graduate Faculty: Member and Affiliate. Members of the Graduate Faculty are professorial faculty on tenured or tenure-track appointments and are appointed to Graduate Faculty status upon appointment. Affiliate Graduate Faculty status includes faculty emeriti, research appointees, limited-term, adjunct, instructor, lecturer, or part-time faculty who may appropriately teach graduate classes and serve on thesis and dissertation committees. Affiliate status can also be used to recognize outstanding scholars, including those who work in government agencies, private industry, healthcare, and education who are not full-time employees of the University of West Georgia but who participate on thesis and dissertation committees. To award Affiliate Graduate Faculty status, a notification form must be completed. The Dean of the college or school that houses the academic program that wants to grant Affiliate Graduate Faculty status makes the final decision regarding that status. Affiliate Graduate Faculty status is valid for three years. The status may be renewed.

Affiliate Graduate Faculty Appointment

Name of Faculty Member: _____

Department or Program: _____

Graduate program(s) to which the candidate will contribute: _____

Relevant Degree(s) earned: _____

Academic Rank and Title (if faculty member at UWG or elsewhere): _____

Request for graduate faculty appointment must be submitted upon appointment and renewed every three years.

This form should be accompanied by a current CV of the affiliate faculty candidate and a statement describing the special expertise that the faculty member brings to the position.

Privileges and responsibilities of affiliate graduate faculty:

- May engage in instructional activities at the graduate level with appropriate credentials or relevant experience
- May serve as a member of thesis committees but may not chair

Terms and criteria:

- Affiliate graduate faculty status is granted for a renewable, three-year term based on evidence of expertise or knowledge that is directly relevant and applicable to the graduate program in which the individual will be serving
- Expertise is defined in terms of recent activities recognized by the focal area as indicative of excellence. Appropriate indicators may include but are not limited to: terminal degrees in focal or relevant areas; professional certification and/or experience; licensure; record of professional practice; demonstrated professional excellence through performances, exhibitions, presentations, professional publications, or national awards.

Begin date: _____

End date: _____

Department Chair: _____

College/School Dean: _____

Addendum II

ECSE - 4785 - Practicum III

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* ECSE **Course Number*** 4785

Course Title* Practicum III

Long Course Title Practicum III

Lec Hrs* 0

Credit Hrs* 2

Lab Hrs* 4

Course Type*
Early Childhood / Elementary Education
Early Childhood through Secondary Education

**College - School/
Department*** College of Education
Department of Early Childhood through Secondary Education

Catalog Course Description* This course is designed to engage students in clinical experiences in both general and special education. Students are placed in a designated early childhood/elementary site with half a semester in a traditional general education classroom and half a semester with a SPED teacher (inclusion classrooms or resource models). At the end of Block 3, teacher candidates choose to stay in the traditional classroom or to stay with the SPED teacher and follow their schedule. Requirements include observing children and planning and implementing learning activities for students with and without disabilities under the supervision of a qualified supervisor.

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* Spring

Desired Effective Year* 2019

Frequency 2

Grading* Satisfactory/Unsatisfact
- No IP

Student Learning Outcomes Students will:

1. Develop observational skills and observe classroom practices and learning environments;
(Cruikshank, Jenkins, & Metcalf, 2005)
(Standards: INTASC 1, 3; ACEI 1.0; PSC 4.1)
2. Apply theoretical academic concepts from related courses to actual practices in the classroom;
(Darling-Hammond, L., & Bransford, 2005)
(Standards: INTASC 1, 3, 4; ACEI 2.1, 2.5, 2.6; PSC 1.1, 1.2, 1.3, 1.6)
3. Reflect on initial experiences as a practitioner; and
(Darling-Hammond, L., & Bransford, 2005)
(Standards: INTASC 9; ACEI 5.1; PSC 4.4)
4. Develop and review effective teaching skills through a variety of instructional designs.
(Cruikshank, Jenkins, & Metcalf, 2005)
(Standards: INTASC 7; ACEI 3.1, 3.4; PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2)

Rationale* The previous program of study did not provide the enrolled teacher candidates with a clinical experience in Block I. A clinical experience is needed to gain the maximum benefit from program courses in Block I and to begin the development of classroom management skills and lesson implementation. To provide the added field experience, ECSE 4783 was moved to Block I. Consequently, ECSE 4784 was moved to Block II. Finally, a new practicum course was needed in Block III to account for the added practicum in Block I.

Prerequisites ECSE 4784

Corequisites

Cross-listing

Restrictions Admission to Teacher Education. Completed application for field experience.

May be repeated

Fee* \$40.00 flat fee

Fee Justification

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

Present or Projected Annual Enrollment* 120

- Attach syllabus***
- Syllabus has been attached - This is required

ECSE 4785 – Practicum III

Class Meeting Time/Location	Mondays, Wednesdays, and Fridays School placement	Online Hours	
Instructor	University Supervisor assigned to your placement school	Telephone	Department Line 678 839 6559
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

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

Student Services
<http://uwgonline.westga.edu/online-student-guide.php>

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

Center for Academic Success
<http://www.westga.edu/cas/>
678-839-6280

24/7/365 D2L Help Center
Call 1-855-772-0423 or search:
<https://d2lhelp.view.usg.edu/>

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

University Bookstore
<http://www.bookstore.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. With three dynamic areas of

focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research

COURSE INFORMATION

Course Description

This course is designed to engage students in clinical experiences in both general and special education. Students are placed in a designated early childhood/elementary site with half a semester in a traditional general education classroom and half a semester with a SPED teacher (inclusion classrooms or resource models). At the end of Block 3, teacher candidates choose to stay in the traditional classroom or to stay with the SPED teacher and follow their schedule. Requirements include observing children and planning and implementing learning activities for students with and without disabilities under the supervision of a qualified supervisor.

Prerequisites: Admission to Teacher Education. Completed Field Experience application. ECSE 4784 Practicum II.

Required Text(s) *Educator preparation handbook*. Carrollton, GA: College of Education. May be found on the College of Education web page at:

http://www.westga.edu/assetsDept/fieldexp/EducatorPreparationHdbk_final.pdf

*** Documents for use by Cooperating Teachers, Teacher Candidates, and University Supervisors can be accessed online Wiki or TK20*
<http://earlychildhoodfieldexperience.wiki.westga.edu/>

Suggested Text(s) *None*

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

****If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email tk20@westga.edu.**

Course References

Boardman, A. G., Vaughn, S., Buckley, P., Reutebuch, C., Roberts, G., & Klingner, J. (2016). Collaborative strategic reading for students with learning disabilities in upper elementary classrooms. *Exceptional Children*, 82(4), 409-427.

Cyr, E. e., McDiarmid, P., Halpin, B., Stratton, J., & Davis-Delano, L. C. (2012). Creating a dual licensure program in elementary and special education that prepares culturally responsive teachers. *Interdisciplinary Journal of Teaching & Learning*, 2(3), 158-168.

Darling-Hammond, L., & Lieberman, A. (2012). *Teacher education around the world: Changing policies and practices. Teacher quality and school development*. New York, NY: Routledge, Taylor & Francis Group.

Darling-Hammond, L., & Rothman, R. (2015). *Teaching in the flat world : learning from high-performing systems*. New York, NY : Teachers College Press, [2015].

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.

Kent, A. M., & Giles, R. M. (2016). Dual certification in general and special education: What is the role of field experience in preservice teacher preparation?. *Professional Educator*, 40(2), 18.

Nelson, K. J., & Bailey, K. (2014). *Starting strong : Surviving and thriving as a new teacher*. New York, NY: Skyhorse Publishing.

Approaches to Instruction

Coaching and mentoring will be provided by university supervisors and mentor teachers. Online information will be available via Course Den, wikis, Google Drive and email.

This course will be taught 100% face-to-face.

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. Develop observational skills and observe classroom practices and learning environments;
(Cruikshank, Jenkins, & Metcalf, 2005)
(Standards: INTASC 1, 3; ACEI 1.0; PSC 4.1)
2. Apply theoretical academic concepts from related courses to actual practices in the classroom;
(Darling-Hammond, L., & Bransford, 2005)
(Standards: INTASC 1, 3, 4; ACEI 2.1, 2.5, 2.6; PSC 1.1, 1.2, 1.3, 1.6)
3. Reflect on initial experiences as a practitioner; and
(Darling-Hammond, L., & Bransford, 2005)
(Standards: INTASC 9; ACEI 5.1; PSC 4.4)
4. Develop and review effective teaching skills through a variety of instructional designs.
(Cruikshank, Jenkins, & Metcalf, 2005)
(Standards: INTASC 7; ACEI 3.1, 3.4; PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2)

Assignments and Evaluation Procedures

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
1. Memorandum of Understanding: Completed the MOU in TK20 before going to placement. By completing this Memorandum of Understanding, you are agreeing that you understand the requirements and policies expected of you in your field placement	Course Objectives 1-4	S/U	Checklist	TK20	Jan. 16 11:59 p.m.
2. Six Formal Lessons: Plan and teach six lessons in the content areas in field placement. Reflections are required for each completed lesson.	Course Objectives 1-4	S/U	TBD by Course Instructor	Email to US and CT	48 hours in advance of teaching lesson
3. Video Tape Lesson: One of the six lessons will be videotaped and uploaded to TK20 in the correct format with a self-assessment and peer assessment	Course Objectives 1-4	S/U	Checklist	TK20	Graded at end of semester
4. Teaching Portfolio Notebook: Organize and compile all required assignments into a Google Drive created by you. You will include Context for Learning for the placement, lesson plans with reflections for each lesson, and other required documents. Refer to handout on Teaching Portfolio Notebook on a Google Drive.	Course Objectives 1-4	S/U	Checklist	Notebook	Graded at end of semester
5. Participation / Professional Dispositions: Candidates are expected to participate in activities, discussions, and projects assigned during class time. Candidates will demonstrate professional behaviors and dispositions of effective teachers.	Course Objectives 1-4	S/U	Observation	Notebook Checklist	Weekly in placement

Grading

Candidates will receive a grade of Satisfactory or Unsatisfactory for the practicum as reflected on the ***Practicum Evaluation Sheet*** document completed by the University Supervisor

Grading Rubrics/ Evaluation Procedures:

Lesson Observations:

The Cooperating Teacher and the University Supervisor will each observe a minimum three lesson and complete lesson observation form in TK20 for each field placement. The University Supervisor may ask you to teach lessons.

Conferences:

At the end of each placement during the semester, the student will have the opportunity to participate in a conference that includes the mentor teacher and the university supervisor. Items from the *Candidate Assessment on Performance Standards (CAPS)*, the evaluation instrument for Early Childhood Education candidates and Dual Certification candidates will be discussed at the conference. This instrument provides a comprehensive evaluation of the student's demonstrated knowledge, pedagogy and disposition. Progress may be based upon such documents as class observation logs, reflection, student observation and profiles, model lesson plans, teaching performance in the field (*Candidate Assessment on Performance Standards (CAPS)* and Observation forms)

The Professional Behaviors and Dispositions Assessment will be completed by both the Cooperating teacher and the University Supervisor and uploaded to TK20.

Additional documentation as needed: Should a student demonstrate problems; additional conferences may be conducted with the student throughout the semester. In addition, the university supervisor or the mentor teacher may request additional lesson plans, changes to existing lesson plans or other documents designed to support the student in improving the weak area.

University and Assigned School Breaks – For candidates in Blocks I, II, and III, university breaks and school breaks are not counted as absences.

Professional Development Days – For all blocks, candidates must attend teacher workdays that fall on their field experience days.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

University of West Georgia students are provided a MyUWG e-mail **ACADEMIC SUPPORT**. 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 <https://www.westga.edu/UWGSyllabusPolicies/>. 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.

Attendance: There are no “excused” absences in the field. If you need to be absent, you **MUST NOTIFY YOUR UNIVERSITY SUPERVISOR, COOPERATING TEACHER, AND SCHOOL ASAP.** All missed days/ assignments in the field must be made up by the graduation date of that semester. Please work in coordination with your supervising teacher to schedule make up days and notify your university supervisor of your plans. Failure to make up work can impact your grade in this course. Additionally, failure to execute an assigned lesson could impact your grade in other Block II courses.

Extra Credit: No extra credit assignments will be accepted. Work completed for credit in any other class will not be accepted for credit in this class. Lessons written in other Block 1 classes will be executed during your field experience.

Late Work: Discuss with University Supervisor.

Professional Conduct: Students are expected to exhibit professional behaviors at all times while in the university classroom and out in the field. Additionally, professional behaviors are expected when interacting with faculty members and other professionals, in both verbal and written forms. You will follow guidelines and policies set in the Field Experience Handbook and the MOU. Leave cell phones in purse or book bags while you are with students.

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.

Communication Rules

Communication Rules: *The University Supervisor will let you know at Orientation the best way to contact them, submit lesson plans and reflections, and you have questions or concerns.*

Network Etiquette - *Communication in an online environment takes special consideration. Consider including a list of tips as described below.*

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

Expected Response Times

The University Supervisor will make every attempt to contact you within 24 hours for immediate field placement issues. For non-emergency concerns, please allow the Supervisor 48 hours to answer emails.

Class Schedule Information

Block Three teacher candidates are in field placement schools on Mondays, Wednesdays, and Fridays. You are to follow teacher contract hours at the school.

Elementary Education, B.S.Ed.

2018-2019 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Name* Elementary Education, B.S.Ed.

Program ID* 946

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science in Education

**College - School/
Department*** Department of Early Childhood through Secondary Education

Program Description* The undergraduate program in Elementary Education prepares teacher education candidates to teach children in pre-kindergarten school settings through fifth grade. There are two certification concentrations available to those completing the B.S.Ed. degree in Elementary Education: Early Childhood Education or Early Childhood Education/Special Education-General Curriculum. Admission to the Teacher Education program is required for enrollment in the block sequence of professional courses. A full year of field experiences in public schools occurs throughout the professional education courses.

Status* Active-Visible Inactive-Hidden

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

**Modified Program
Name****Modified Catalog
Description****Program Learning
Outcomes**

1.0 Development, Learning, and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1)

2.1 Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situation, materials, and ideas.

2.2 Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.

2.3 Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage in problem-solving, reasoning and proof, communication, connections, and representation.

2.4 Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The Arts: Candidates know, understand, and use as appropriate to their own understanding and skills-the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical Education: Candidates know, understand, and use as appropriate to their own understanding and skills-human movement and physical activity as

3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem-solving, performance skills: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, and problem-solving.

3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom (ACEI 3).

4.0 Assessment for instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student (ACEI 4).

5.1 Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

5.4 Collaboration with colleagues and the community: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being (ACEI 5).

Modification Comments Learning Outcomes were not edited, but were added to be included in the catalog.

This request includes changes in the Professional Education courses offered in the B.S. Ed. in Early Childhood Education - Dual Certification Track as well the course sequence.

There is also a proposal to add ECSE 4785 - Practicum III in Curriculum.

Block I Modifications

1. Move ECSE 4783 – Practicum I to Block I

The previous program of study did not provide the enrolled teacher candidates with a clinical experience in Block I.

A clinical experience is needed to gain the maximum benefit from program courses in Block I and to begin the development of classroom management skills and lesson implementation.

2. Change in course sequence

READ 3251 was moved from the summer to Block I and SPED 3702 was moved from Block I to summer

Block II Modifications

1. Move ECSE 4784 Practicum II to Block II

Block III Modifications

1. Add ECED 4251L - Assess & Corr: Math Ed

This course was inadvertently omitted from the original program sheet. This course is the lab course for ECED

4251. Students complete a clinical experience in the Comprehensive Community Clinic as a part of this block.

2. Add course ECSE 4785 – Practicum III

A new practicum course was needed to account for the added practicum in Block I.

3. Replace MATH 4713 with EDRS 4042

In consultation with P-5 school partners and mathematics education faculty in the Mathematics Department the decision was made to replace MATH 4713: Probability and Statistics for P-8 Teachers. Field experience data from school partners indicate our teacher candidates need a greater understanding of classroom assessment data and its uses in making instructional decisions. Additionally, the newly revised Georgia Standards of Excellence (GSE) moved the data analysis and probability content taught in MATH 4713 to the middle grades GSE standards.

4. Change in course sequence

READ 3263 was moved from summer to Block III and EDRS 4042 was moved from Block III to summer

5. Substitute SPED 4713 for SPED 4712

In consultation with special education faculty and P-5 school partners, it was deemed the content of SPED 4713 addresses student learning outcomes not sufficiently addressed in the current program of study (PSC Rule 505.3.56 (vii) Collaboration (1 – XXII)) whereas the content of SPED 4712 overlaps with the content of ECSE 4764, READ 4251 and READ 3251.

Block IV Modification

1. Delete MEDT 3401

The Georgia Professional Standards Commission and national accreditation organizations such as the Council for the Accreditation of Educator Preparation (CAEP) and the International Society for Technology in Education (ISTE) support educator preparation models where technological knowledge and skills are developed in courses throughout a program of study rather than depending on a single, discrete course to develop student teachers' abilities. A discrete, designated technology course in and of itself can no longer satisfy accreditation or certification requirements. Current teacher preparation standards recommend that technology standards for educators, such as those published ISTE, be met through an integrated approach in which both content and pedagogical courses throughout the program of study prepare preservice teachers for the effective use of technology

Rationale* Evaluative feedback from program faculty and students on the newly adopted B. S. Ed. program in Early Childhood Education, as well as changes in certification requirements, has resulted in the need to modify the dual certification track of the existing B.S. Ed. in Education in Early Childhood Education - Dual Certification Track. The modifications include increasing clinic experience hours to better align with the hours completed by the traditional track and best practices, modifying the course sequence, modifying two practicum course titles, adding a Block I field experience course, adding the course ECED 4251L replacing MATH 4713 with EDRS 4042 and deleting MEDT 3401. These modifications will give candidates the clinical hours and additional courses needed to be optimally prepared for the teaching profession. Additional explanations are also included in the program modification attachment.

Desired Effective

Desired Effective

Semester*

Spring

Year*

2019

Is this a School of
Nursing
Program?* Yes NoIs this a College
of Education
Program?* Yes NoProgram
Location*

Carrollton

Prospective
Curriculum*

Requirements

Core Requirements

Core Curriculum

Core Area A (Essential Skills): 9 Hours (a)

MATH 1111 College Algebra
is recommended (b)

Core Area B (Institutional Priorities): 5 Hours

COMM 1110 Public Speaking
is recommended (a)

Core Area C (Humanities/Arts): 6 Hours

ENGL 2110 World Literature
ENGL 2120 British Literature
(or)
ENGL 2130 American Literature
is recommended

Core Area D (Science, Math, Technology): 10 Hours

Science (lab) 4

BIOL 1010 Fundamentals of Biology

is recommended

BIOL 1010L Fundamentals of Biology Laboratory

Science 3

is recommended

GEOL 1121 Introductory Geosciences I: Physical Geology

Math, Science, & Quantitative Technology 3

is recommended

Core Area E (Social Sciences): 12 Hours

GEOG 1013 World Geography

is recommended

Core Area F (Program Related Courses): 18 Hours (a)

EDUC 2110 Investigating Critical and Contemporary Issues in Education

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts

EDUC 2130 Exploring Learning and Teaching

ISCI 2001 Life and Earth Science

ISCI 2002 Physical Science

MATH 2008 Foundations of Numbers and Operations

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness

PWLA (activity course) 1

Courses Required for the Degree (a,c)

TRADITIONAL CONCENTRATION

Professional Education: 66 Hours

Block I: 17 Hours

CEPD 4101 Educational Psychology
ECED 3271 Integrating Curriculum, Instruction, and Classroom Management for Pre K-5 Classrooms
ECED 3282 Practicum I
(d)
PHED 4650 Health and Physical Activity in Elementary Education
MATH 3803 Algebra for P-8 Teachers I
ECED 3214 Exploratory Activities in Music and the Fine Arts
READ 3251 Children's Literature

Block II: 17 Hours

MATH 3703 Geometry for P-8 Teachers
ECED 4261 Teaching Content and Process: Social Studies Education
ECED 4262 Teaching Content and Process: Science Education
ECED 4263 Teaching Content and Process: Mathematics Education
ECED 4283 Practicum II
(d)
READ 3262 Teaching Content and Process: Reading Education

Block III: 18 Hours

ECED 4251 Assessment and Correction Mathematics Education
ECED 4251L Assessment and Correction Clinical Lab
ECED 4284 Practicum III
(d)
MATH 4713 Probability and Statistics for P-8 Teachers
READ 3263 Teaching Content and Process: Integrated Literacy Education

and Process Writing
READ 4251 Assessment and Correction Reading Education
SPED 3715 The Inclusive Classroom: Differentiating Instruction

Block IV: 12 Hours

ECED 4286 Teaching Internship
(d)
ECED 4289 Teaching Internship Seminar

Summer: 2 Hours

MEDT 3402 Integrating Technology into the Classroom

DUAL CERTIFICATION CONCENTRATION

Professional Education: 66 Hours

Block I: 16 Hours

CEPD 4101 Educational Psychology
SPED 3713 Introduction to Special Education and Mild Disabilities
SPED 4710 Ethics, Policies, and Procedures in Special Education
ECSE 3214 Exploratory Curriculum for Pre-K-5 Classroom
MATH 3803 Algebra for P-8 Teachers I
READ 3251 Children's Literature
ECSE 4783 Practicum I

Block II: 16 Hours

MATH 3703 Geometry for P-8 Teachers
ECSE 4761 Teaching Content and Process: Social Studies Dual Certificate
ECSE 4762 Teaching Content and Process: Science Dual Certificate
ECSE 4763 Teaching Content and Process: Math Dual Certificate
ECSE 4764 Teaching Content and Process: Literacy Dual Certificate
(d)
ECSE 4784 Practicum II

Block III: 16 Hours

SPED 3714 Behavior and Classroom Management
READ 3263 Teaching Content and Process: Integrated Literacy Education
and Process Writing
SPED 4712 Language, Communication and Technology: Mild Disabilities
ECED 4251 Assessment and Correction Mathematics Education
ECSE 4784 Practicum II
(d)
ECED 4251L Assessment and Correction Clinical Lab
ECSE 4785 Practicum III
READ 4251 Assessment and Correction Reading Education

Block IV: 12 Hours

ECSE 4786 Teaching Internship
(d)
ECSE 4789 Teaching Internship Seminar

Summer: 6 Hours

SPED 3702 Educational Evaluation of Children with Disabilities
EDRS 4042 Introduction to Classroom Assessment

Total: 129 Hours

Notes: a. A grade of C or better is required in courses in these sections. See catalog for English and Math requirements. b. Recommend MATH 1111 to prepare for the GACE Program Admission (formerly Basic Skills) assessment. c. Admission to Teacher

Education is required before enrolling in block courses. d. Practicum or Internship application must be submitted by posted deadline. Note: To ensure proper background in required content area, students are strongly advised to complete the following courses or their equivalent:

COMM 1110 Public Speaking
(and)
ENGL 2110 World Literature
ENGL 2120 British Literature
(or)
ENGL 2130 American Literature
(and)
BIOL 1010 Fundamentals of Biology
BIOL 1010L Fundamentals of Biology Laboratory
GEOG 1013 World Geography
GEOL 1121 Introductory Geosciences I: Physical Geology

- 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 This request includes changes in the Professional Education courses offered in the B.S. Ed. in Early Childhood Education - Dual Certification Track as well the course sequence.

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

UNIVERSITY OF WEST GEORGIA
B.S. Ed.
ELEMENTARY EDUCATION
Plan of Study

Proposed Program Sheet

Name: _____

Student #: 917 _____

CORE CURRICULUM	HRS	GR	TRF/SUB
A. Essential Skills	9		
1. ENGL 1101 *1 (an asterisk indicates there are Program Notes)	3		
2. ENGL 1102 *1	3		
3. MATH (1001 or 1111) *2	3		
B. Institutional Priorities	5		
1. COMM 1110 *1 *6	3		
2. Area B Elective	2		
C. Humanities/Arts	6		
1. Area C Elective	3		
2. ENGL 2110, 2120, or 2130 *6	3		
D. Science, Math, Technology	10		
1. BIOL 1010/1010L *6	4		
2. GEOL 1121 *6	3		
3. CS 1030 Intro to Comp. Concepts	3		
E. Social Sciences	12		
1. HIST 1111 or 1112	3		
2. HIST 2111 or 2112	3		
3. POLS 1101	3		
4. GEOG 1013 *6	3		
F. Program Related Courses *1	18		
1. ISCI 2001 Life/Earth Science	3		
2. ISCI 2002 Physical Science	3		
3. MATH 2008 Foundations of Numbers & Operations	3		
4. EDUC 2110 Investigating Critical & Contemporary Issues in Ed	3		
5. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3		
6. EDUC 2130 Exploring Teaching & Learning	3		
Note: Area F restricted to 1000-2000 level			
G. Physical Education	3		
1. PWLA 1600	2		
2. PWLA Activity Course	1		
Total Core Curriculum (Areas A-F)	60		
Physical Education	3		
Total (Areas A-G)	63		

Program Notes:

1. A grade of C or better is required in courses in these sections. (See catalog for English and Mathematics requirements.)
2. Recommend MATH 1111 to prepare for the GACE Program Admission (formerly Basic Skills) assessment.
3. Admission to Teacher Education is required before enrolling in Block Courses.
4. Practicum or Internship applications must be submitted by posted deadlines.
5. MEDT 3401 may be substituted for MEDT 3402.
6. To ensure proper background in required content areas, candidates are strongly advised to complete the following (or equivalence):

Area B-1: COMM 1110

Area C-2: ENGL 2110, 2120, or 2130

Area D-1: BIOL 1010/1010L

Area D-2: GEOL 1121

Area E-4: GEOG 1013

University of West Georgia
Early Childhood / Special Education/Early Childhood Dual Certification Plan of Study

PROFESSIONAL – Early Childhood Education		PROFESSIONAL – SPED/ECED Dual Certification	HRS
Professional Education *1 *3 *4		Professional Education *1 *3 *4 *6	
Block I	17	Block I	16
CEPD 4101 Educational Psychology	3	CEPD 4101 Educational Psychology	3
PHED 4650 Health & Phys Act in Elem School	2	SPED 3713 Intro to SPED & Mild Disabilities	3
ECED 3271 Integ C, I, & CM	3	SPED 4710 Ethics, Policies, & Procedures	2
MATH 3803 Algebra for Teachers	3	MATH 3803 Algebra for Teachers I	3
ECED 3214 Explor Act in Music & the Fine Arts	2	ECSE 3214 Exploratory Curriculum	2
ECED 3282 Practicum I	1	SPED 3702 Assess of Child with Dis	3
READ 3251 Children’s Lit	3		
Block II	17	Block II	16
MATH 3703 Geometry for Teachers	3	MATH 3703 Geometry for Teachers	3
ECED 4261 Tchng C&P: Soc St Ed	3	ECSE 4761 Teaching C&P Social Studies	3
ECED 4262 Tchng C&P: Science Ed	3	ECSE 4762 Teaching C&P Science	3
ECED 4263 Tchng C&P: Math Ed	3	ECSE 4763 Teaching C&P Math	3
READ 3262 Tchng C&P: Reading Ed	3	ECSE 4764 Teaching C&P Literacy	3
ECED 4283 Practicum II	2	ECSE 4783 Practicum I	1
Summer	2	Summer	6
MEDT 3202 Integ Technology	2	READ 3251 Children’s Literature	3
		READ 3263 Tchng C&P: Integ Literacy	3
Block III	18	Block III	16
SPED 3715 Inclusive Classroom: Differentiating Instruction	3	SPED 3714 Behavior & Class Management	3
MATH 4713 Prob & Stat for Teachers	3	MATH 4713 Probability and Statistics	3
READ 4251 Assess & Corr: Rdg Ed	3	READ 4251 Assess & Correct Reading	3
ECED 4251 Assess & Corr: Math Ed	3	SPED 4712 Lang, Comm. & Tech. Mild	3
ECED 4251L Assess & Corr: Clinical Lab	1	ECED 4251 Assess & Correct Math Ed	3
ECED 4284 Practicum III	2	ECSE 4784 Practicum II	1
READ 3263 Tchng C&P: Integ Lit	3		
Block IV	12	Block IV	12
ECED 4286 Teaching Internship	9	MEDT 3401 Integrating Tech Into The Class	3

ECED 4289 Teaching Internship Seminar	3	ECSE 4786 Teaching Internship	6
		ECSE 4789 Teaching Internship Seminar	3
Total Professional Education	66	Total Professional Education	66
Total Core Curriculum	63	Total Core Curriculum	63
TOTAL PROGRAM	129	TOTAL PROGRAM	129

Program Notes:

- *1. A grade of C or better is required in courses in these sections. See catalog for English and Math requirements.
- *2. Recommend MATH 1111 to prepare for the GACE Program Admission (formerly Basic Skills) test.
- *3. Admission to Teacher Education is required before enrolling in Block courses.
- *4. Practicum or Internship application must be submitted by posted deadline.
- *5. To ensure proper background in required content, students are strongly advised to complete the following courses or their equivalents:

Area B-1: COMM 1110 Area C-1: XIDS 2100 Area C-2: ENGL 2110, 2120, 2130 Area D-1: BIOL 1010/1010L Area D-2: GEOL 1121 Area E-4: GEOG 1013 *6. Candidates are admitted to the ECED/SPED dual certification only in fall semester.

Admission to Teacher Education

GACE Program Admission			SAT		ACT		GRE	
Reading	Math	Writing	Verbal	Math	English	Math	Verbal	Quant

Candidate signature: _____

Advisor signature: _____

Date: _____

Rationale for the Modification of the

Bachelor of Science in Education in Early Childhood Education Degree Program

Evaluative feedback from program faculty and students on the newly adopted B. S. Ed. program in Early Childhood Education as well as changes in certification requirements has resulted in the need to modify the dual certification track of the existing B. S. Ed. in Education in Early Childhood Education. The modifications include: increasing clinical experience hours to better align with the hours completed by the Elementary Education track and best practices, modifying the course sequence, modifying two practicum course titles, adding a Block III field experience course, adding the course ECED 4251L; substituting SPED 4713 for SPED 4712 and deleting MEDT 3401. Both professional associations and accrediting bodies support educator preparation models where technological knowledge and skills are embedded in courses throughout the program of study rather than left to be acquired in a single, standalone course. These modifications will give candidates the clinical hours and programming needed to be optimally prepared for the teaching profession.

Block I Modifications

1. Move ECSE 4783 – Practicum I to Block I

The previous program of study did not provide the enrolled teacher candidates with a clinical experience in Block I. A clinical experience is needed to gain the maximum benefit from program courses in Block I and to begin the development of classroom management skills and lesson implementation.

2. Change in course sequence

READ 3251 was moved from the summer to Block I and SPED 3702 was moved from Block I to summer

Block II Modifications

1. Move ECSE 4784 Practicum II to Block II

Block III Modifications

1. Add ECED 4251L - Assess & Corr: Math Ed

This course was inadvertently omitted from the original program sheet. This course is the lab course for ECED 4251. Students complete a clinical experience in the Comprehensive Community Clinic as a part of this block.

2. Add course ECSE 4785 – Practicum III

A new practicum course was needed to account for the added practicum in Block I.

3. Replace MATH 4713 with EDRS 4042

In consultation with P-5 school partners and mathematics education faculty in the Mathematics Department the decision was made to replace MATH 4713: Probability and Statistics for P-8 Teachers. Field experience data from school partners indicate our teacher candidates need a greater understanding of classroom assessment data and its uses in making instructional decisions. Additionally, the newly revised Georgia Standards of Excellence (GSE) moved the data analysis and probability content taught in MATH 4713 to the middle grades GSE standards.

4. Change in course sequence

READ 3263 was moved from summer to Block III and EDRS 4042 was moved from Block III to summer

5. Substitute SPED 4713 for SPED 4712

In consultation with special education faculty and P-5 school partners, it was deemed the content of SPED 4713 addresses student learning outcomes not sufficiently addressed in the current program of study (PSC Rule 505.3.56 (vii) Collaboration (1 – XXII)) whereas the content of SPED 4712 overlaps with the content of ECSE 4764, READ 4251 and READ 3251.

Block IV Modification

1. Delete MEDT 3401

The Georgia Professional Standards Commission and national accreditation organizations such as the Council for the Accreditation of Educator Preparation (CAEP) and the International Society for Technology in Education (ISTE) support educator preparation models where technological knowledge and skills are developed in courses throughout a program of study rather than depending on a single, discrete course to develop student teachers' abilities. A discrete, designated technology course in and of itself can no longer satisfy accreditation or certification requirements. Current teacher preparation standards recommend that technology standards for educators, such as those published ISTE, be met through an integrated approach in which both content and pedagogical courses throughout the program of study prepare pre-service teachers for the effective use of technology.

BIOL - 4986 - Biological Internship

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* BIOL

Course Number* 4986

Course Title* Biological Internship

Long Course Title

Lec Hrs* 0

Credit Hrs* 1.0 - 6.0

Lab Hrs* 1.0 - 6.0

Course Type* Biology

**College - School/
Department*** Department of Biology

Catalog Course Description* Students wishing to enter an internship experience will be provided with a written statement of understanding, defining the nature of the experience and the expectations for student performance. The degree of involvement for the particular experience will be used to determine credit hours received. Variable Credit Course 1-6 hours.

Frequency 3

Grading* Undergraduate
Standard Letter

- Modifications (Check all that apply)***
- Title
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions

- Frequency
- Grading
- Fee
- Repetition
- See Modification Comments Below

**Revised Course
Title**

Revised Prerequisites Completion of Biol 2107 and Biol 2108 or equivalents.

**Revised
Corequisites**

**Revised Cross-
listing**

Revised Catalog Description Students wishing to enter an internship experience should discuss with their academic advisor the procedure for arranging the internship and the expectations for student performance. Credit hours received will be determined by the amount of time devoted to the internship. Variable Credit Course 1-4 hours. May be repeated for up to 12 hours.

**Revised Credit
Hours** 1-4

**Revised Student
Learning
Outcomes**

Revised Restrictions Instructor approval required.

Revised Fee

**Revised
Frequency**

Revised Grading

**Revised - May be
repeated**

Modification Comments* Changes in description, credit hours, and prerequisites.

1. Description: We have recently standardized our procedures for arranging internships and have appointed an internship coordinator. We want interested students to start by contacting their academic advisor, who will then direct them to the internship coordinator to find out the procedures and expectations and to obtain the paperwork to be completed. The description was modified so students will know exactly who to start their inquiries with; they will find out the procedures from the internship coordinator so describing them in the course description is not necessary.

2. Credit hours: We reduced the maximum amount of credit that can be earned in one term from 6 to 4. Many students do their internships during an

academic term, and we want to ensure that they do not spend so much time at their internships that their coursework suffers.

3. Prerequisites: Biol 4986 previously had no prerequisites, but we view an internship as an opportunity for a student to enhance and broaden their experience while still in school and not as a way to merely increase credit hours taken. We want students to have had some biology coursework beforehand. We have found that students with some biology experience benefit the most from their internships. We have found that students who are doing better in their classes tend to also benefit the most from their internship experiences than those who are not.

Present or Projected Annual Enrollment* 10-20

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* Spring

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11430

CHEM - 1211 - Principles of Chemistry I

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* CHEM

Course Number* 1211

Course Title* Principles of Chemistry I

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Chemistry

**College - School/
Department*** Department of Chemistry

Catalog Course Description* First course in a two-semester sequence covering the fundamental principles and applications of chemistry for science majors. Topics to be covered include composition of matter, stoichiometry, periodic relations, and nomenclature. MATH 1113 and CHEM 1211L may be taken concurrently.

Frequency 3

Grading* Undergraduate
Standard Letter

- Modifications (Check all that apply)***
- Title
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency

- Grading
- Fee
- Repetition
- See Modification Comments Below

Revised Course Title

Revised Prerequisites Concurrent Pre-requisite CHEM 1211L and (Concurrent Pre-requisite MATH 1113 or Concurrent Pre-requisite MATH 1112)

Revised Corequisites

Revised Cross-listing

Revised Catalog Description

Revised Credit Hours

Revised Student Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - May be repeated

Modification Comments* We would like to add MATH 1112 as an option for the concurrent precalculus requirement for CHEM 1211. The math department started to offer MATH 1112 again starting in Spring 2018. The combination of MATH 1111 and MATH 1112 is equivalent to MATH 1113.

Present or Projected Annual Enrollment* 650

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* Spring

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11455

CHEM - 1212 - Principles of Chemistry II

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* CHEM

Course Number* 1212

Course Title* Principles of Chemistry II

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Chemistry

**College - School/
Department*** Department of Chemistry

Catalog Course Description* Second course in a two semester sequence covering the fundamental principles and applications of chemistry for science majors. Topics to be covered include chemical bonding, properties of solids, liquids and gases, solutions, equilibria, acids and bases, solubility, thermodynamics, kinetics and electricity.

Frequency 3

Grading* Undergraduate
Standard Letter

- Modifications
(Check all that
apply)***
- Title
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions

- Frequency
- Grading
- Fee
- Repetition
- See Modification Comments Below

Revised Course Title

Revised Prerequisites ((CHEM 1211 Minimum Grade: C and CHEM 1211L Minimum Grade C) or CHEM 1211K Minimum Grade C) and (MATH 1113 Minimum Grade: C or (MATH 1111 Minimum Grade: C and MATH 1112 Minimum Grade C))

Revised Corequisites CHEM 1212L

Revised Cross-listing

Revised Catalog Description

Revised Credit Hours

Revised Student Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - May be repeated

Modification Comments* We would like to add the combination of MATH 1111 and MATH 1112 as a replacement for the precalculus requirement. The math department started to offer MATH 1112 again in Spring 2018. The combination of MATH 1111 and MATH 1112 is equivalent to MATH 1113.

We would also like add passing CHEM 1211L as a requirement to get into CHEM 1212. Right now a chemistry major could fail CHEM 1211L and could go all the way through the program without it being caught until the student gets ready for graduation.

Present or Projected Annual Enrollment* 400

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* Spring

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11458

CHEM - 2411 - Organic Chemistry I

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* CHEM **Course Number*** 2411

Course Title* Organic Chemistry I

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Chemistry

**College - School/
Department*** Department of Chemistry

Catalog Course Description* The first course of a two semester sequence which provides a broad introduction to the basic principles, theories and applications of the chemistry of carbon compounds. Topics will include modern structural theory, organic nomenclature, stereochemistry, reaction mechanisms and kinetics, and an introduction to functional group chemistry. Also covers the interpretation of IR, NMR, and mass spectroscopy for the structure determination of organic compounds. CHEM 2411L may be taken concurrently.

Frequency 2

Grading* Undergraduate
Standard Letter

- Modifications (Check all that apply)***
- Title
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes

- Restrictions
- Frequency
- Grading
- Fee
- Repetition
- See Modification Comments Below

Revised Course Title

Revised Prerequisites (CHEM 1212 Minimum Grade: B and CHEM 1212L Minimum Grade: C) or CHEM 1212K Minimum Grade: B

Revised Corequisites CHEM 2411L

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

Modification Comments*: We would like to add CHEM 1212L to the prerequisites for CHEM 2411. As of right now, a chemistry major could fail CHEM 1212L, and the department would not realize it until the student was getting ready to graduate.

Many students take CHEM 1212+L as summer transient students at other universities. They require a prerequisite override in order to register for CHEM 2411 for the fall. With CHEM 2411L as a concurrent prerequisite, those students have been able to use the override to register for the lecture without the lab. By switching CHEM 2411L to a co-requisite students will not be able to do that anymore.

Present or Projected Annual 250

Enrollment*

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* Spring

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11464

CHEM - 3521 - Quantum Chemistry

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* CHEM **Course Number*** 3521

Course Title* Quantum Chemistry

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Chemistry

**College - School/
Department*** Department of Chemistry

Catalog Course Description* This course is an introduction to elementary quantum mechanics and its applications to selected chemical systems. Topics include an introduction to operators, 'particle in a box', harmonic oscillator, atomic structure, chemical bonding, atomic spectroscopy, rotational, vibrational and electronic spectroscopy of small molecules, and elementary statistical mechanics. MATH 2664 or MATH 3303 may be taken concurrently.

Frequency 1

Grading* Undergraduate
Standard Letter

**Modifications
(Check all that
apply)***

- Title
- Prerequisites
- Corequisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes

- Restrictions
- Frequency
- Grading
- Fee
- Repetition
- See Modification Comments Below

**Revised Course
Title**

Revised Prerequisites CHEM 1212 Minimum Grade: C and PHYS 2212 Minimum Grade: C and MATH 2644 Minimum Grade: C and Concurrent Prerequisite MATH 2654

Revised Corequisites None

**Revised Cross-
listing**

**Revised Catalog
Description**

**Revised Credit
Hours**

**Revised Student
Learning
Outcomes**

**Revised
Restrictions**

Revised Fee

**Revised
Frequency**

Revised Grading

**Revised - May be
repeated**

Modification Comments* We would like to make MATH 2654 a concurrent prerequisite instead of a co-requisite.

**Present or
Projected Annual
Enrollment*** 10

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

**Is Senate Review
Required?*** Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11475

CHEM - 3550L - Physical Chemistry Laboratory

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* CHEM **Course Number*** 3550L

Course Title* Physical Chemistry Laboratory

Long Course Title Physical Chemistry Laboratory

Lec Hrs* 0

Credit Hrs* 2

Lab Hrs* 4

Course Type* Chemistry

**College - School/
Department*** Department of Chemistry

Catalog Course Description* In this course, students will demonstrate their understanding of the physical basis and general applications of experimental techniques in physical chemistry. In particular, they will demonstrate their ability in applying the theories from thermodynamics, kinetics, quantum mechanics and spectroscopy to interpret experimental data. They will also learn how to maintain a laboratory notebook - collect data in a professionally acceptable way. Finally, they will demonstrate their ability to communicate their data and results to others.

Frequency 1

Grading* Undergraduate
Standard Letter

**Modifications
(Check all that
apply)***

- Title
- Prerequisites
- Corequisites
- Cross-listing
- Catalog Description
- Credit Hours

- Student Learning Outcomes
- Restrictions
- Frequency
- Grading
- Fee
- Repetition
- See Modification Comments Below

**Revised Course
Title**

Revised Prerequisites (Concurrent Prerequisite CHEM 3521 or Concurrent Prerequisite CHEM 3522 or Concurrent Prerequisite CHEM 3523)

**Revised
Corequisites**

**Revised Cross-
listing**

**Revised Catalog
Description**

**Revised Credit
Hours**

**Revised Student
Learning
Outcomes**

**Revised
Restrictions**

Revised Fee

**Revised
Frequency**

Revised Grading

**Revised - May be
repeated**

Modification Comments* CHEM 3523 is a new course (started Fall 2017). We want this course to be an option for the concurrent physical chemistry course requirement for this lab.

**Present or
Projected Annual
Enrollment*** 10

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Is this a School of Yes No

Is this a College Yes No

Nursing course?*

**of Education
course?***

**Desired Effective
Semester*** Fall

**Desired Effective
Year*** 2019

**Is Senate Review
Required?*** Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11477

CHEM - 4330K - Instrumental Analysis

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* CHEM

Course Number* 4330K

Course Title* Instrumental Analysis

Long Course Title

Lec Hrs* 3

Credit Hrs* 4

Lab Hrs* 1

Course Type* Chemistry

**College - School/
Department*** Department of Chemistry

Catalog Course Description* This is a course designed for chemistry majors that covers the use of instrumentation for chemical analysis. Topics will include optical spectroscopy, NMR, mass spectrometry and selected topics in polarimetry, voltammetry and chromatography. In this class, we will discuss the theory behind the analysis (with a strong emphasis on quantum mechanics and spectroscopy), instrumental operation (that covers the electronics and optical components of instruments), and the data analysis and interpretation (which includes signal processing, Fourier transformation, and statistical analysis). There is a three hour laboratory component to the course. Laboratory exercises will familiarize students with electronics, applications of spectroscopy, chemical instrumentation and data analysis.

Frequency 1

Grading* Undergraduate
Standard Letter

**Modifications
(Check all that
apply)***

- Title
- Prerequisites
- Corequisites
- Cross-listing

- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency
- Grading
- Fee
- Repetition
- See Modification Comments Below

**Revised Course
Title**

Revised Prerequisites CHEM 3310K Minimum Grade: C and (PHYS 2212 Minimum Grade: C or PHYS 1112 Minimum Grade: C) and MATH 2644 Minimum Grade C and (Concurrent Prerequisite CHEM 3521 or Concurrent Prerequisite CHEM 3522 or Concurrent Prerequisite CHEM 3523)

**Revised
Corequisites**

**Revised Cross-
listing**

**Revised Catalog
Description**

**Revised Credit
Hours**

**Revised Student
Learning
Outcomes**

**Revised
Restrictions**

Revised Fee

**Revised
Frequency**

Revised Grading

**Revised - May be
repeated**

Modification Comments* Because of changes to the ACS curriculum, we no longer intend to offer CHEM 4611. There are now multiple courses that meet the physical chemistry requirement, so students can choose between CHEM 3521, 3522, or 3523.

CHEM 4330K is only required for the ACS track; Physics 2 and Calculus 2 are also required for the ACS track. The professors would like students to complete Physics 2 and Calculus 2 before attempting this course.

Present or Projected Annual Enrollment* 10

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* Spring

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11488

CHEM - 4913L - Advanced Synthesis Laboratory

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* CHEM **Course Number*** 4913L

Course Title* Advanced Synthesis Laboratory

Long Course Title Advanced Synthesis Laboratory

Lec Hrs* 0

Credit Hrs* 2

Lab Hrs* 6

Course Type* Chemistry

**College - School/
Department*** Department of Chemistry

Catalog Course Description* This laboratory course involves non-trivial synthesis of organic and inorganic molecules by a variety of advanced techniques (vacuum line, inert atmosphere, high/low temperature, etc.). Spectroscopic (FT-NMR, IR, UV, etc.) and computational methods are used to investigate characterize, and compare experimental and theoretical properties of the synthesized molecules. Special emphasis will be placed on writing skills.

Frequency 1

Grading* Undergraduate
Standard Letter

- Modifications
(Check all that
apply)***
- Title
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes

- Restrictions
- Frequency
- Grading
- Fee
- Repetition
- See Modification Comments Below

Revised Course Title

Revised Prerequisites CHEM 3422 Minimum Grade: C and Concurrent Prerequisite CHEM 4610

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

Modification Comments* Because of changes to the ACS curriculum, we no longer intend to offer CHEM 4611 or 4612. The new curriculum requires CHEM 4610 instead.

Present or Projected Annual Enrollment* 10

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

Is Senate Review
Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11503

ANTH - 4983 - Directed Research

2018-2019 Undergraduate Revise Course Request

Curriculum Proposal

Course Prefix* ANTH **Course Number*** 4983

Course Title* Directed Research

Long Course Title

Lec Hrs* 0

Credit Hrs* 3

Lab Hrs* 0

Course Type* Anthropology

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

**Catalog Course
Description*** Directed field or laboratory research.

Frequency 0

Grading* Undergraduate
Standard Letter

- Modifications
(Check all that
apply)***
- Title
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency
 - Grading
 - Fee

- Repetition
- See Modification Comments Below

Revised Course Title

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Credit Hours 1-4 credit hours

Revised Student Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - May be repeated

Modification Comments* We would like to make this credit variable between 1-4 credit hours. This makes it flexible enough to meet various student needs for directed research opportunities. Previous description: Directed field or laboratory research. The revised catalog description (above) is more detailed and accurate. It is also the same as the description for the graduate level Directed Research course.

Present or Projected Annual Enrollment* 1

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 11263

Communication Studies

2018-2019 Undergraduate New Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Type* Minor

Degree Type* Minor

Program Name* Communication Studies

**College - School/
Department*** College of Social Sciences Department of Mass Communications

Program Description* The Communication Studies minor requires 15 hours of coursework which includes COMM 1110 - Public Speaking and 12 credit hours of upper-level courses from the list of course options listed below.

Rationale* The proposed Communication Studies minor (CS) is the first stage in development of a major. It would also offer UWG students in various fields of study, particularly RCOB and COSS majors, additional instruction in essential communication theories and communication skills, and give them a competitive edge in their careers. Additionally, market data indicate that CS would facilitate impending 2 plus 2 programs with Georgia Highlands College at the Douglasville campus. Courses could be taught at the Douglasville and Carrollton campuses and online. Moreover, CS would also advance USG Chancellor Dr. Steve Wrigley's "College 2025" - an initiative to help the USG and its institutions maintain cost affordability and academic quality, while preparing graduates for the workforce and as productive members of their communities." CS courses would meet all three of these major initiatives—cost affordability of course materials, academic quality and preparation of graduates for the workforce and as productive members in their communities. The theories behind communication events also allow adaptation to changing world situations and the potential to help reduce international and intercultural communication difficulties in a world community. CS provides theory and training in effective communication skills for success in an inter-operable and changing workforce. In regard to faculty needs, the CS minor will not require any additional faculty. Currently five communication faculty primarily teach Public Speaking and repeat sections of 2-3 upper-level COMM courses each semester, including Advanced Communication, Persuasion, and most of the proposed CS courses as Special Topics; and all courses typically fill, which reflects demand. Therefore, communication faculty would continue this practice and offer all nine CS courses on a 2-3 semester rotation without decreasing Public Speaking seats.

Program Learning Outcomes* SLO 1: Students will be able to demonstrate the ability to give an effective presentation
 SLO 2: Students will be able to describe a communication theory in detail
 SLO 3: Students will be able to apply communication theories to analyze a communication context
 Not provided in CSS

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Desired Effective Semester* Fall

Desired Effective Year* 2019

Status* Active-Visible Inactive-Hidden

Assessment Plan* Assessment Plan has been attached

Prospective Curriculum*

Attach Program Map* Program Map has been attached.

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
 None of these apply

SACSCOC Comments

Attach Program Proposal* Program Proposal has been attached N/A (embedded certificate)

COMMUNICATION STUDIES MINOR

COURSE NUMBERS AND DESCRIPTIONS

COMM 3200: Rhetoric and Social Influence

Credits: 3.00

The course is designed to provide students with an understanding of rhetoric in the context of social influence. In addition to identifying key concepts of rhetorical analysis, the course includes evaluation of communicative strategies and tactics of social justice movements. The course also examines the ways in which technological developments – the channels of communication – have altered rhetorical messages, as well as their effectiveness in influencing public opinion and achieving institutional change.

Lecture: 3.00

College: College of Social Sciences

Department: Mass Communications

Pre-requisites: COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

COMM 3310: Persuasion (EXISTING COURSE)

Credits: 3.00

Theories and inquiry into strategies for the creation of and ethical use of persuasive messages including historical and contemporary perspectives in various communication contexts. Special focus on oral presentation of persuasive content and analysis of ethical persuasive strategies.

Lecture: 3.00

College: College of Social Sciences

Department: Mass Communications

Pre-requisites: COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

COMM 3320: Small Group Communication

Credits: 3.00

This course teaches students to more effectively communicate in small group settings, understand the dynamics involved in group discussions, and to learn and apply group communication theories.

Lecture: 3.00

College: College of Social Sciences

Department: Mass Communications

Pre-requisites: COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

COMM 3340: Advanced Interpersonal Communication**Credits: 3.00**

This theory-driven course will analyze verbal and nonverbal communication in person-to-person relationships, paying special attention to the stages of relationship development and dissolution, conflict management strategies, identity development, and the role of power and perception.

Lecture: 3.00**College:** College of Social Sciences**Department:** Mass Communications**Pre-requisites:** COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C**COMM 3360: Intercultural Communication****Credits: 3.00**

This course will analyze the communication process in intercultural contexts, including self-awareness of our intersecting cultural identities, listening, verbal and nonverbal styles across cultures, culture shock, and communication values in intercultural dialogue.

Lecture: 3.00**College:** College of Social Sciences**Department:** Mass Communications**Pre-requisites:** COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C**COMM 4200: Gender and Communication****Credits: 3.00**

This course will survey the role of gender in various communication contexts: relationships, organizations, educational institutions, and mass media. Consideration will be given to the social construction of categories of gender, race, sexuality, and class and how they have changed over time.

Lecture: 3.00**College:** College of Social Sciences**Department:** Mass Communications**Pre-requisites:** COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C**COMM 4210: Communication and Conflict****Credits: 3.00**

This course will examine communication principles that address how to manage conflicts productively in interpersonal and organizational contexts. Consideration will be given to the role that goals, power, and conflict management styles play in conflict interactions, as well as the potential for third-party interventions.

Lecture: 3.00**College:** College of Social Sciences**Department:** Mass Communications**Pre-requisites:** COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

COMM 4220: Health Communication

Credits: 3.00

This course will introduce students to health communication theory, research, and practice in a variety of health communication contexts, such as patient-provider communication, public health communication, health campaigns, and communication in healthcare organizations.

Lecture: 3.00

College: College of Social Sciences

Department: Mass Communications

Pre-requisites: COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

COMM 4600: Theories of Communication

Credits: 3.00

This course will explore a variety of theoretical approaches to human communication from multiple paradigms of thought, including selected theories of language, interpersonal communication, small group interaction, organizational communication, intercultural communication, race, gender, and persuasion.

Lecture: 3.00

College: College of Social Sciences

Department: Mass Communications

Pre-requisites: COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Addendum III

Medicine and Health in the Greco-Roman World

Dr. Beth M. Sheppard

Department: Library

bsheppar@westga.edu

678-839-6350

Course Description/Themes: Medicine in the Greco-Roman era had a lasting impact in the Western world as evidenced by the fact that the Hippocratic Oath (or a modern version) is still often in use today. Additional evidence of the enduring influence is provided by the reality that much modern medical terminology is rooted in Latin and Greek. Using excerpts from primary texts supplemented by secondary literature, we will explore the theory and practice of ancient medicine. Special attention will be given to how the subject matter intersects with issues related to science, religion, class, and gender.

Course Outcomes: Students will demonstrate:

- Knowledge of persons, geography, theories, and practices associated with medicine and health in the Greco-Roman World
- An ability to critically reflect on topics related to classical medicine.
- Basic information literacy and information ethics
- A glimpse into the relationship between faith/belief and healing.
- An understanding of the enduring legacy of Greco-Roman Medicine on Modern Western Medicine.

Textbook

- Lloyd, G. E. R. (Trans. J. Chadwick, W. N. Mann, et al), *Hippocratic Writings*. NY: Penguin Books, 1978. 978-0-14-044451-3

Additional Readings: (online and/or reserves)

- Nutton, Vivian. *Ancient Medicine*. 2nd ed. London & NY: Routledge, 2013.
- Strohmaier, Gotthard. "Reception and Tradition: Medicine in the Byzantine and Arab World" pp 139-169. In Mirko D. Grmek, *Western Medical Thought from Antiquity to the Middle Ages*. Harvard, 1998.
- King DE, Bushwick B. "Beliefs and attitudes of hospital inpatients about faith, healing and prayer". *Journal of Family Practice* 1994; 39: 349-352
- Selections from. Dead Sea Scrolls, New Testament, Plato, Dioscurides, Aelius Aristides, Aristotle, Soranus, Thucydides.

This interdisciplinary course draws primarily on the following fields

- Classics (history)
- Medicine (history of Science/Medicine)
- Religion (History of Religions, Spirituality)
- Library Skills (Information Literacy)

Interdisciplinary Focus is Achieved by: -- Selecting primary and secondary readings that are very broad when illustrating ancient medical praxis. For instance, the Dead Sea Scrolls and the New Testament, which are frequently found in religion courses, are used here to reflect aspects of medical understanding in the Roman Provinces of Judea/Asia Minor (Paul is often identified as being in Ephesus while writing some of the Corinthian correspondence) .

How Students Integrate the Disciplines: Students integrate the disciplines through reading and then reacting in numerous written reaction papers and a slightly longer research paper. The rubrics and the way the instructions for the specific written assignments are phrased will help emphasize interdisciplinarity.

Grading Scheme/Assignments

- 3 exams @ 15 pts each = 45%
- 2 quizzes @ 5 pts each = 10%
- 3 reaction papers @ 10 each =30%
- Attendance = 15%

SCHEDULE

Week 1 Getting Oriented –

- Day 1. Syllabus overview. & Classical World(s) – The countries, cultures and timelines that form the backdrop to Medicine in the Mediterranean Region. Including, the difference between Western Medicine and health/medicine in other cultures.
- Day 2. Medical “Professionals” in the Classical World—Doctors, Midwives, Charm sellers, and others besides; Also, how doctors were trained.
 - Reading –From the Hippocratic Corpus – *The Science of Medicine*
 - **QUIZ 1. Map**

PART 1. Basic History

Week 2. The Concept of Medicine

- Day 1 Hippocrates and the Hippocratic Corpus
 - Reading – *Tradition in Medicine (On Ancient Medicine)*
 - Reading – *The Oath*
- Day 2. Roots in Philosophy & Natural Science
 - Reading – Selections from Aristotle

Week 3 The Hellenistic World

- Day 1. Alexandria Herophilus, Erasistratus
- Day 2. The Empiricists & the Medical Canon.

Week 4. “Roman” Medicine

- Day 1. Appropriation of Greek Medicine (along with concepts of Ancient Slavery, and Patronage)
 - **First 1 Page Reading Reaction paper due**
- Day 2. Galen
 - Reading – Selections from Galen

Week 5. “Roman Medicine Cont’d.

- Day 1. The Methodists and Pneumatists
 - Reading—Nutton pp 191-206
- Day 2, **Exam 1**

PART 2: THE MEDICAL SCIENCES BY TOPIC

Week 6. The gods. Religion and Medicine

- Day 1. Library Tour. (and brief refresher on using the library databases and card catalog).
 - Reading: King and Bushwick article
- Day 1. Asclepius , Apollo, Hygeia (and, refresher on footnotes and citations).
 - Reading from Aelius Aristides, *Sacred Tales*
 - **Quiz 2. Ancient healing gods and goddesses**

Week 7. Therapeutics

- Day 1. Surgery & Surgical Instruments
 - Reading: Hippocratic Corpus -- Fractures
 - Day 2. Pharmacology
 - Reading: Dioscurides
- 5 page research paper on a topic in Classical Medicine is due.**

Week 8. The Body

- Day 1. Anatomy and Physiology (with brief info ethics discussion of graphics and illustrations in the academy)
 - Reading from the Hippocratic Corpus – The Nature of Persons (Man in some translations).

- Day 2. Gynecology and Obstetrics
Reading, Soranus

Week 9 The Body, continued

- Day 1. Dentistry & Vision
- Day 2. Field Medicine: The Army and Gladiatorial Games.
Reading: Thucydides
Second 1 page reading reaction paper due

Week 10. Disease, Sanitation, and Hygiene.

- Day 1. Virology & Epidemiology
 - Reading – Hippocratic Corpus. Epidemics
- Day 2. Sanitation
 - Reading – Portion of Galen on Hygiene

Week 11. The Soul/The Self

- Day 1. Mental Illness
 - Reading: Plato *Timaeus*
- Day 2. **Exam #2**

PART 3: MEDICINE IN THE WIDER EMPIRE & LEGACY

Week 12. Judea & Asia Minor

- Day 1. Jewish Writings
 - Reading – *Dead Sea Scrolls* -- 4Q *Therapeia*, *Community Rule*
- Day 2. Early Christian Writings
 - Reading – Selections from the 4th Gospel, and the “Body analogy” passage from 1st Corinthians.
Reading Reaction Paper # 3 Due

Week 13. Other Lands and Traditions

- Day 1. Europe and North Africa
- Day 2: Arab Medicine
 - Reading--Strohmaier

Week 14. Legacy of Ancient Greco-Roman Medicine

- Day 1. The Middle Ages
- Day 2. Western Medicine Today

Week 15 Wrap Up

- Day 1. Review Day
- Day 2. **Exam #3**

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact **Accessibility Services**.

Center for Academic Success: The **Center for Academic Success** provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or **cas@westga.edu**

University Writing Center: The **University Writing Center** assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or **writing@westga.edu**

ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the **UWG Online** site.

Students enrolled in online courses can find answers to many of their questions in the **Online/Off-Campus Student Guide**.

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.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG EMAIL POLICY

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

CREDIT HOUR POLICY

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

Mental Health Support:

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the **Counseling Center**. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in **Health Services**. To report a concern anonymously, please go to **UWGcares**.

Addendum IV

PATHWAYS TO THE HUMANITIES

XIDS 2100 UWG College of Arts and Humanities

This course introduces students interested in the Arts or Humanities to each of the sub-disciplines in the College of Arts and Humanities. The course aims to explore how one conducts research and inquiry within each discipline and how these disciplines can work together to form a new understanding of a timely issue.

Thematic Focus of this Section of XIDS 2100: Self-Concept and Identity

- **Theme:** Self-Concept and Identity
- **Goal:** To explore how the idea of the self is reflected in the arts and humanities.
- **Method:** During this course, students will analyze texts and images that focus on how human beings conceptualize the individual. Through examining texts from disciplines in the humanities students will compare and contrast the variety of ways the idea of the self is constructed historically and culturally.
- **Pedagogy:** As this is an interdisciplinary course, the instructor will often serve as a guide introducing students to material that is outside of their area of expertise. Students and the instructors will be students to the text. During the semester there will be panel discussions where experts in each discipline attend and discuss a question on the self and identity as related to their discipline.

Area C Learning Outcomes

- Humanities, Fine Arts, and Ethics
- Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.
- Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.

Guiding Questions

- What role does narrative play in the understanding of the self? Do the stories we tell about ourselves define us?
- How does language work to shape how we view individuals, particularly ourselves and others?
- How does a portrait or photo convey an idea of self? What is the relationship between a portrait and the subject of that the self?
- How did the idea of self-develop historically? Is the idea of a self dependent upon culture?
- Is it possible to know yourself? Is it possible to know others?

Grading

- Content Based Exams (2) 20%
- Post Panel Writing Assignment (2) 20%
- Student Panel Engagement (1) 20%
- Field Assignments (5) 10%
- Paper Field Assignments (1) 10%
- Content Based Quizzes (10) 10%
- Attendance & Participation 10%

Assignment Details

Content Based Exams: There will be **two exams** that covers assigned readings, films and images as well as the material covered in class.

Post-Panel Writings: During the semester there will be two faculty led discussion panels that take place during class. After each panel, student will complete a writing assignment on each based on the ideas presented during the presentations. **Two papers -- approximately 600 words each.** Details for each assignment will be posted on Course Den.

Student Panel: Near the end of the semester, students will participate in a student panel. This panel is modeled after the Faculty Panels presented during the semester. Each panel will discuss a question related to Self Concept and Identity. Each student will prepare a short (4-5) minute speech in answer to the question that must be posted to Course Den before the day of the presentation. The panelist will also answer questions from their peers on the topic discussed.

Field Assignments: One of the most important features of XIDS 2100 is its inclusion of visits to arts events during the semester. Students will provide proof of attendance for **five (5)** events (proof of attendance can be a sign in sheet at a university sponsored event, a photograph of the student at the event, or a ticket and brief paragraph describing the experience). A COAH Events Calendar will be posted on Course Den.

Field Assignments Paper: Student will compare and contrast two of the events they selected to visit for the class. The paper will describe the students' experience of the events and provide the "take always" from the experience. The paper should follow all of the guidelines presented in English Composition.

Content Based Quizzes

There will be objective quizzes on the readings assigned for class before the class discussion.

UWG Common Syllabus Language

This link provides information about student rights and responsibilities, the American with Disability Act and the UWG Honor Code as well as other items of interest for students. It can be found at:

https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf

Schedule of Classes

Readings are posted on Course Den and are due on the day they are listed on the schedule

Week 1		TUE 1/8	Introductions and Syllabus Clip “Nannette”
		THR 1/10	Reading: “The FBI said I was My Parents’ Stolen Baby”
Week 2	Art	TUE 1/15	Art: A Disciplinary Perspective
	Art	THR 1/17	Clip: “Art and Identity/Modern Art & Ideas”
Week 3	Art	TUE 1/22	James Berger: <i>Ways of Seeing</i>
	Music	THR 1/24	Music: A Disciplinary Perspective
Week 4	Music	TUE 1/29	Reading: Identity Through the Eyes of Music: Music and Identity in a Globalized World”
	Music	THR 1/31	Reading: “The Lullaby Project” & “More Music; More Empathy”
Week 5	Theatre	TUE 2/5	Theatre: A Disciplinary Perspective
	Theatre	THR 2/7	<i>Hamilton</i> : Who Tells Your Story
Week 6	Theatre	TUE 2/12	Reading: Excerpt -- <i>Six Characters in Search of an Author</i>
		THR 2/14	Panel Discussion The Self in the Arts
Week 7		TUE 2/19	Exam One
	History	TUE 2/21	History: A Disciplinary Perspective Ted Talk: Big History by David Christian Panel Paper Due: An Interdisciplinary Perspective
Week 8	History	TUE 2/26	Reading: “Stereotypes in the Curriculum” and “Race and Citizenship”
	History	THR 2/28	Reading: “When the Idea of Home was Key to American Identity.” Clip: John Ned Katz “The Invention of Heterosexuality.”
Week 9	English	TUE 3/5	English: A Disciplinary Perspective
	English	THR 3/7	Readings from <i>Citizen: An American Lyric</i> “Sometimes I is supposed to hold what is not there until it is” “Another friend tells you you have to learn not to absorb the world” “In a line in a drugstore it’s finally your turn”
Week 10	English	TUE 3/12	Readings from <i>The Girl Who Went Away</i> : Margaret
	Philosophy	THR 3/14	Philosophy: A Disciplinary Perspective Reading In class: “Of Identity and Diversity”
	Spring Break	3/19-3/22	
Week 11	Philosophy	TUE 3/26	Clip: John Locke on Personal Identity & Star Trek
	Philosophy	THR 3/27	Identity and the Other
Week 12	Foreign Language	TUE 4/2	Foreign Languages and Literature A Disciplinary Perspective

			Reading “How do people define their national identity”
	Foreign Language	THR 4/4	In Class: “The Reader”
Week 13	Foreign Language	TUE 4/9	“The Reader
	Foreign Language	THR 4/11	Clips “Camille Claudel” and Clips “Como Agua para Chocolate”
Week 14		TUE 4/16	Faculty Panel Discussion: The Humanities and the Self
		THR 4/18	Student Panels
Week 15		TUE 4/23	Student Panels
		THR 4/25	Student Panels
Week 16		TUE 4/29	Review for Final Exam
		May XX	Final Exam

Course Content Outline

- Week 1 Course Introduction
 Disciplinary approaches
 Interdisciplinary approaches
 Defining The Self and Identity
 Reading: “The FBI said I was My Parent’s Stolen Baby”
 Clips: “Nanette” Hannah Gadsby on Netflix
- Week 2&3 Art
 Artistic Perspectives
 Careers for Arts Majors
 “Art and Identity/Modern Art and Ideas,” MoMa
 Identity and the Self Portrait: James Berger’s *Ways of Seeing*
- Week 3&4 Music
 Reading: Music as a Discipline: “More Music, More Empathy”
 Careers in Music
 Musical Genre and Identity
 Readings
 Nwakego Kristine Chukwuma’s “Identity Through the Eyes of Music: Music”
 and Weill Music Institute: Lullaby Project
- Week 5&6 Theatre
 Seeing the world through a theatrical lens
 Careers in the Theatre
 Reading: *Hamilton*: Who tells your story?
 Story & Performance:
- Week 7&8 **Panel Discussion: Self Concept, Identity and the Arts**
 Midterm

- Week 8&9 History
 An historical perspective
 Careers for Historians
 “Stereotypes in the Curriculum” teachinghistory.org.
 Richard White’s “When the Idea of Home Was Key to American Identity”
- Week 9&10 English/Literature
 Creation and Deconstruction: An Introduction
 Careers in English
 Readings from *Citizen: An American Lyric* by Claudia Rankine
 “Sometimes I is supposed to hold what is not there until it is”
 “Another friend tells you you have to learn not to absorb the world”
 “In a line in a drugstore it’s finally your turn”
- Readings from *The Girls Who Went Away: The Hidden History of Women Who Surrendered Children for Adoption in the Decades Before Roe v. Wade* by Anne Fessler: “Margaret”
- Week 10&11 Philosophy and Religion
 Careers for Philosophers
 Reading: John Locke’s “Of Identity and Diversity (Abridged)” edited by Jack Lynch
 Clip: Michael Della Rocca’s “History: Locke on Personal Identity”
 “Repentance” Star Trek: Voyager
- Week 11&12 Foreign Language and Literature
 In class Film: *The Reader*.
 “How do people define their national identity?
 By speaking the language, study says.” *Washington Post*
- Week 12& 13 **Panel Discussion: Self Concept, Identity and the Humanities:**
- Week 14&15 Student Panel Discussions
- Week 16 Final Exam

Addendum V

Proposal to Amend the Military Withdrawal Policy

Where the [Graduate Catalog section on Refunds](#) currently reads:

Students who are members of the Georgia National Guard or other reserve components of the Armed Forces who receive emergency orders to active military duty are entitled to a full refund of matriculation fees paid for that semester, in accordance with guidelines previously listed.

We request it be amended as follows:

Students who are members of the Georgia National Guard or other reserve components of the Armed Forces who receive **reasonable documentation as approved by the Center for Adult Learners and Veterans** to military duty are entitled to a full refund of matriculation fees paid for that semester, in accordance with guidelines previously listed.

Addendum VI

Online Teaching Endorsement

2018-2019 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Name* Online Teaching Endorsement

Program ID* 0000

Program Code

Program Type* Endorsement

Degree Type* Endorsement

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

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

Status* Active-Visible Inactive-Hidden

**Modifications
(Check all that
apply)***

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

**Modified Program
Name**

**Modified Program
Learning**

Outcomes

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

Modification Comments* This endorsement was approved in 2014 but it was not submitted to the PSC for approval at that point. The courses have now been updated with two new courses added to reflect current practice. The endorsement will be submitted to the PSC for approval. We are modifying one course and adding two new courses.

The course modifications and additions are also in Curriculog.

This program will need to be hidden from the Catalog until PSC approved.

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

Prospective Curriculum*

Desired Effective Semester* Fall

Desired Effective Year* 2019

Program Location* Online

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

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

Is Senate Review Yes

required?* No

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

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Entry Degree: Bachelor's or Higher
Entry Certification: T-4 or Higher

Exit Degree: No Change
Exit Certification: Online Teaching Endorsement Added to Existing Certificate

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

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

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

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

Revised 02/05/2014

**Program of Study for Online Teaching Endorsement
University of West Georgia**

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Entry Degree: Bachelor's or Higher

Exit Degree: No Change

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

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

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

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

Revised 04/10/2018

Online Teaching Endorsement

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

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

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

MEDT 7472 – Introduction to Distance Education 3

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

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

Course or Program Addition, Deletion or Modification Request



Department: Educational Innovation

College: College of Education

Current course catalog listing: (for modifications or deletions)

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

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

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

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

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

Library resources are adequate Library resources need enhancement

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

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

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

Prerequisite(s) _____

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

Grading System: Letter Grade Pass/Fail Other

Approval:

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

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

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

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

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

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

Student Name: _____

ID No. _____

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

Entry Degree: Bachelors or higher

Exit Degree: No Change

Entry Certifications: T-4 or higher

**Exit Certification: Online Teaching Endorsement added
to existing certificate**

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

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

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

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

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

Student Signature: _____ E-Mail Address: _____

Student Mailing Address: _____

Phone (H) _____ (W) _____

APPROVED: _____ (Date)
(Advisor Signature)

(Department Chair Signature) (Date)

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

Rationale:

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

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

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

No additional resources will be required.

MEDT 7461**INSTRUCTIONAL DESIGN**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail:

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

COURSE DESCRIPTION

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

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

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

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

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

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

Required Tutorials for CourseDen:

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

References:

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

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

On-line Resources

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

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework

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

Activities and Assessments:

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

Face-to-face class requirements

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

On-line class requirements

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

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

2. Thought Provokers and Other Discussion Topics

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

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

3. Student Instruction Design Project - Group Project

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

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

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

4. Faculty/Staff In-Service Design Project

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

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

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

5. Comparison of Instructional Design Models - Individual Project

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

Reflection on Instructional Design Models

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

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

6. Research Models Exploration

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

(Objective 3; knowledgeable, reflective; rubric)

7. Field Experience Activities

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

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

8. Completion of Midterm and Final Examination Activities

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

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

Evaluation Procedures:

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

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

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

Grading Policy:

Students will be graded using the following scale:

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

Disciplinary procedures described in the latest State University of West Georgia

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

CLASS POLICIES**Professionalism**

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

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

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

ACADEMIC HONESTY

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

DISABILITY STATEMENT

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

COMMUNICATION STATEMENT

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

EXTRA CREDIT STATEMENT

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

DUAL SUBMISSION STATEMENT

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

Tentative Schedule

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

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

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

MEDT 7472

INTRODUCTION TO DISTANCE EDUCATION

Semester Hours: 3

Semester/Year:

Time/Location: 100% Online

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:
Department Line:

Email:

Fax:

Online Support

CourseDen Home Page

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

CourseDen Help & Troubleshooting

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

UWG Distance Learning

<http://distance.westga.edu>

UWG Online Learning Connection

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

Distance Learning Library Services

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

Ingram Library Services

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

University Bookstore

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

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

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

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

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

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

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

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

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

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

Course Prerequisites and Software:

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

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

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework:

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

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

Activities and Assessments:

1.0 Class Participation (20 points)

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

2.0 Weekly Work

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

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

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

3.0 Student Work

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

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

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

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

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

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

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

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

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

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

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

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

Extra Credit (5 points)

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

Evaluation Procedures:

Students are evaluated in the following areas:

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

GRADING SCALE:

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments

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

2. Professionalism

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

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

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

ACADEMIC HONESTY

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

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

DISABILITY STATEMENT

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

COMMUNICATION STATEMENT

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

EXTRA CREDIT STATEMENT

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

DUAL SUBMISSION STATEMENT

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

CLASS OUTLINE

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

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

Tentative Class Schedule

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

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

MEDT 7475**THE DISTANCE EDUCATION PROFESSIONAL****Semester Hours:** 3**Semester/Year:****Time/Location:** 100% Online**Instructor:****Office Location:****Office Hours:****Online Hours:****Telephone:** Direct Line:
Department Line:**E-mail:****Fax:****Online Support:** CourseDen Home Page
<https://westga.view.usg.edu>
CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>, or
<http://help.view.usg.edu> (Click on "Request Support" for live chat)
UWG Distance Learning
<http://distance.westga.edu>
UWG Online Learning Connection
<http://www.westga.edu/~online>
Distance Learning Library Services
<http://www.westga.edu/~library/depts/offcampus/>,
Ingram Library Services
<http://www.westga.edu/~library/depts/offcampus/>
University Bookstore
<http://www.bookstore.westga.edu/>

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

COURSE DESCRIPTION

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

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

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

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

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

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

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

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

Course Prerequisites and Software:

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

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

References:

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework:

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

Activities and Assessments:

1.0 Class Participation (20 points)

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

2.0 Weekly Work

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

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

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

3.0 Student Work

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

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

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

3.2 Project 2: Virtual Mentorship (25 points)

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

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

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

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

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

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

Evaluation Procedures:

Students are evaluated in the following areas:

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

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

GRADING SCALE:

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments

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

2. Professionalism

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

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

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

ACADEMIC HONESTY

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

DISABILITY STATEMENT

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

COMMUNICATION STATEMENT

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

EXTRA CREDIT STATEMENT

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

DUAL SUBMISSION STATEMENT

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

CLASS OUTLINE

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

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

Tentative Class Schedule

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

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

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

Addendum VII

105 Dismissal Process of a Faculty Member

The President may at any time remove any faculty member for cause. Adequate cause for dismissal will be related directly or substantially to the fitness of the faculty member in his or her professional capacity. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or rights protected by the United States Constitution.

The Board of Regents Policy Manual states grounds for dismissal (8.3.9.1) of tenured faculty. Board Policy (8.3.9.1.9) permits institutions to make additions to grounds for dismissal. The grounds for dismissal which follow are institutional grounds are superseded by Board Policy in all cases of conflict. Grounds or “cause” for dismissal may include, but shall not be limited to, the following conduct unbecoming a faculty member:

Grounds for Removal (per [BOR 8.3.9.1 Grounds for Removal](#))

1. Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment—or prior thereto if the conviction or admission of guilt was willfully concealed.
2. Professional incompetency, intentional or habitual neglect of duty, or default of academic integrity in teaching, in research, or in scholarship.
3. Unlawful manufacture, distribution, sale, use or possession of illegal drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member’s performance of duty or his/her responsibilities to the institution or to his/her profession (BOR minutes 1989-90, pp.384-385).
4. Conviction or admission of guilt in a court proceeding of any criminal drug offense (BOR Minutes, 1989-90, pp. 384- 385).
5. Physical or mental incompetency as determined by law or by a medical board of three (3) or more licensed physicians, or as otherwise authorized by law.
6. Intentional misrepresentation related to official documents filed with the Institution
7. Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity.
8. Willful violation of Regents’ or Institution’s published policies and procedures that constitute serious misconduct.

~~105 Procedures for Removal of Faculty Members~~ **~~(see Article V. Section 3, UWG Statutes)~~**—

~~105.01 The President may at any time remove any faculty member for cause. Cause or grounds for dismissal are set forth in the Tenure regulations of the policies of the Board of Regents and in the approved statutes or by laws of an Institution. (Whenever the words "President" or~~

"Administration" are used in these procedures, they shall be construed to include the designated representative of the President.)——

105.02 Preliminary Procedures

The dismissal of a tenured faculty member or a non-tenured faculty member during his or her contract term should be preceded by:——

105.0201 Discussion between the faculty member and appropriate administrative officers looking toward a mutual settlement.—

105.0202 Informal inquiry by an appropriate faculty committee which may, upon failing to effect an adjustment, advise the President whether dismissal proceedings should be undertaken; its advisory opinion shall not, however, be binding upon the President.——

105.0203 A letter to the faculty member forewarning that he or she is about to be terminated for cause and informing him or her that a statement of charges will be forwarded to him or her upon request. The faculty member may also request a formal hearing on the charges before a faculty committee. Failure to request charges or a hearing within a reasonable time shall constitute a waiver of the right to a hearing.——

105.0204 A statement of charges, if requested by the faculty member, framed with reasonable particularity by the President or his or her designated representative.——

105.03 Provision for Hearing Committee—

105.0301 A dismissal as defined above shall be preceded by statement of charges or causes (grounds for dismissal) if so requested, including a statement that the faculty member concerned shall have the right to be heard by a faculty hearing committee.——

105.0302 The hearing committee shall consist of not less than three or more than five impartial faculty members appointed by the Faculty and Administrative Staff Personnel Committee (or its equivalent) from among the members of the entire faculty (as defined by the Board of Regents Policy Manual).——

105.0303 Members of the Hearing Committee may serve concurrently on other committees of the faculty. The Hearing Committee will meet as a body when it is called into session by the chair of the body which selected them either at his or her discretion or upon the request of the President or the faculty member who is subject to dismissal.

~~105.0304~~ When the Hearing Committee is called into session, it shall elect a chair from among its membership. A member should remove himself or herself from the case, either at the request of a party or on his or her own initiative if he or she deems himself or herself disqualified for bias or interest. Each party shall have a maximum of two challenges without stated cause, provided, however, that all challenges whether with or without cause shall be made in writing and filed with the chair of the Hearing Committee at least five days in advance of the date set for the hearing. The chair shall have the authority to decide whether a member of the committee is disqualified for cause. If the chair determines that a member is so disqualified or if a committee member removes himself or herself from a case, the replacement shall be made in the same manner as the original committee was selected. If the chair is thus removed, the committee shall elect a new chair after committee replacements have been appointed. A minimum of three (3) members is required for any action to be taken.——

105.04 Dismissal Procedures

In all instances where a hearing is requested, the following hearing procedures shall apply:——

~~105.0401~~ Service of notice of the hearing with specific reasons or charges against the faculty member together with the names of the members of the Hearing Committee shall be made in writing at least twenty (20) days prior to the hearing. The faculty member may waive a hearing or he or she may respond to the charges in writing at least five (5) days in advance of the date set for the hearing. If a faculty member waives a hearing, but denies the charges or asserts that the charges do not support a finding of adequate cause, the Hearing Committee shall evaluate all available evidence and rest its recommendation upon the evidence in the record;——

~~105.0402~~ The Hearing Committee, in consultation with the President and the faculty member, may exercise its judgment as to whether the hearing should be public or private.——

~~105.0403~~ During the proceedings, the faculty member and the administration shall be permitted to have an academic advisor and/or counsel of his or her choice. The Hearing Committee will be permitted to have advisory counsel.——

~~105.0404~~ At the request of either party or the chair of the Hearing Committee, a representative of a responsible education association shall be permitted to attend as an observer.——

~~105.0405~~ A tape recording or transcript of the proceedings shall be kept and made available to the faculty member and the administration in the event an appeal is filed.——

~~105.0406~~ An oath or affirmation shall be administered to all witnesses by any person authorized by law to administer oaths in the State of Georgia.——

~~105.0407~~ The Hearing Committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

~~105.0408~~ The faculty member and the administration shall be afforded a reasonable opportunity to obtain necessary witnesses and documentary or other evidence.—

~~105.0409~~ The faculty member and the administration will have the right to confront and cross examine all witnesses. When the witness cannot or will not appear, but the committee determines that the interests of justice require the admission of his or her statement, the committee will identify the witness, disclose his or her statement and, if possible, provide for interrogatories.

~~105.0410~~ The Hearing Committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issued involved. Every possible effort will be made to obtain the most reliable evidence available. All questions relating to admissibility of evidence or other legal matters, shall be decided by the chair or presiding officer.——

~~105.0411~~ The findings of fact and the decision of the Hearing Committee will be based solely on the hearing record.——

~~105.0412~~ Except for such simple announcements as may be required over the time of the hearing and similar matters, public statement and publicity about the case by either the faculty member or administrative officers should be avoided until the proceedings have been completed, including consideration by the Board of Regents in the event an appeal is filed. The President and the faculty member will be notified in writing of the decision and recommendation, if any, of the Hearing Committee.——

~~105.0413~~ If the committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the President. If the President does not approve the report, he or she should state his or her reasons in writing to the committee for response before rendering his or her final decision. If the committee concludes that an academic penalty less than dismissal would be more appropriate than dismissal, it may so recommend with the supporting reasons. The President may or may not follow the recommendations of the committee.——

~~105.0414~~ After complying with the foregoing procedures, the President shall send an official letter to the faculty member notifying him or her of his or her retention or removal for cause. Such letter shall be delivered to addressee only, with receipt to show to whom and when delivered and address where delivered. The letter shall clearly state any charges which the President has found sustained and shall notify such person that he or she may appeal to the Board

of Regents for review. The appeal shall be submitted in writing to the Executive Secretary of the Board within twenty (20) days following the decision of the President. It shall state the decision complained of and the redress desired. The Board or a committee of the Board shall investigate the matter thoroughly and render its decision thereon within sixty (60) days from the date of the receipt of the appeal or from the date of any hearing which may be held thereon.

105.0415 Upon dismissal by the President, the faculty member shall be suspended from employment without pay from the date of the final decision of the President. Should the faculty member be reinstated by action of the Board of Regents, he or she shall be compensated from the date of suspension.

105 Dismissal Process of a Faculty Member

The President may at any time remove any faculty member for cause. Adequate cause for dismissal will be related directly or substantially to the fitness of the faculty member in his or her professional capacity. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or rights protected by the United States Constitution.

The Board of Regents Policy Manual states grounds for dismissal (8.3.9.1) of tenured faculty. Board Policy (8.3.9.1.9) permits institutions to make additions to grounds for dismissal. The grounds for dismissal which follow are institutional grounds are superseded by Board Policy in all cases of conflict. Grounds or “cause” for dismissal may include, but shall not be limited to, the following conduct unbecoming a faculty member:

Grounds for Removal (per [BOR 8.3.9.1 Grounds for Removal](#))

1. Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment—or prior thereto if the conviction or admission of guilt was willfully concealed.
2. Professional incompetency, intentional or habitual neglect of duty, or default of academic integrity in teaching, in research, or in scholarship.
3. Unlawful manufacture, distribution, sale, use or possession of illegal drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member’s performance of duty or his/her responsibilities to the institution or to his/her profession (BOR minutes 1989-90, pp.384-385).
4. Conviction or admission of guilt in a court proceeding of any criminal drug offense (BOR Minutes, 1989-90, pp. 384- 385).
5. Physical or mental incompetency as determined by law or by a medical board of three (3) or more licensed physicians, or as otherwise authorized by law.
6. Intentional misrepresentation related to official documents filed with the Institution
7. Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity.
8. Willful violation of Regents’ or Institution’s published policies and procedures that constitute serious misconduct.

Addendum VIII

UWG PROCEDURE NUMBER: UWG Procedure 2.6.1, Dismissal Process

Authority: UWG POLICY: **UWG Policy 2.6, Discipline and Grievance Procedures**

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.6**, establishes the following procedure for compliance with UWG Policy **2.6** on **Discipline and Grievance Procedures**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the Dismissal Procedure.

A. Definitions.

1. Dismissal- the termination of employment of a faculty member.

B. Procedures:

These procedures shall apply only to the dismissal of a faculty member with tenure, or a non-tenured faculty member before the end of the term specified in his/her contract.

It is intended that the procedures set forth below shall be considered as minimum standards of due process and shall not be construed as a limitation upon individual standards or procedures, consistent with the Policy Manual and Bylaws of the Board, which a USG institution may elect to adopt for its own improvement or to make adjustment to its own particular circumstances.

Such additional standards or procedures shall be incorporated into the statutes of the institution.

The president may at any time remove any faculty member for cause. Cause or grounds for dismissal are set forth in [Section 8.3.9.1 of the BOR Policy Manual](#) and in the approved statutes or bylaws of an institution. Whenever the words “president” or “administration” are used in these procedures, they shall be construed to include the designated representative of the president.

Preliminary Procedures

The dismissal of a tenured faculty member, or a non-tenured faculty member during his/her contract term should be preceded by:

1. Discussion between the faculty member and appropriate administrative officers looking toward a mutual settlement.
2. Informal inquiry by an appropriate faculty committee which may, upon failing to effect an adjustment, advise the president whether dismissal proceedings should be undertaken; its advisory opinion shall not be binding upon the president.
3. A letter to the faculty member forewarning that he/she is about to be terminated for cause and informing him/her that a statement of charges will be forwarded to him/her.
4. The faculty member may also request a formal hearing on the charges before a faculty committee. Failure to request charges within 5 university business days or a hearing within 10 university business days of receiving the statement of charges shall constitute a waiver of the right to a hearing.
5. A statement of charges framed with reasonable particularity by the president or his or her designated representative . Along with the charges, the faculty member shall be advised

of the names of the witnesses to be used against him or her together with the nature of their expected testimony.

Provision for Hearing Committee

1. A dismissal as defined above shall be preceded by statement of charges or causes (grounds for dismissal), including a statement that the faculty member concerned shall have the right to be heard by a faculty hearing committee.
2. The Hearing Committee shall consist of not fewer than three (3) or more than five (5) impartial faculty members appointed by the executive committee of the Senate, from among the members of the entire faculty, as defined in [Section 8.1.1 of the BOR Policy Manual](#), of the institution.
3. Members of the Hearing Committee may serve concurrently on other committees of the faculty. The Hearing Committee will meet as a body when it is called into session by the chair of the body that selected them either at his/her discretion, or upon the request of the president or the faculty member who is subject to dismissal.
4. When the Hearing Committee is called into session, it shall elect a chair from among its membership. A member should remove himself/herself from the case, either at the request of a party or on his/her own initiative if he/she deems himself/herself disqualified for bias or interest. Each party shall have a maximum of two (2) challenges without stated cause, provided, however, that all challenges whether with or without cause shall be made in writing and filed with the chair of the Hearing Committee at least five (5) university business days in advance of the date set for the hearing. The chair shall have the authority to decide whether a member of the committee is disqualified for cause. If the chair determines that a member is so disqualified or if a committee member removes himself/herself from a case, the replacement shall be made in the same manner as the original committee was selected. If the chair is thus removed, the committee shall elect a new chair after committee replacements have been appointed. A minimum of three (3) members is required for any action to be taken.

Dismissal Procedures

In all instances where a hearing is requested, the following hearing procedures shall apply:

1. Service of notice of the hearing with specific reasons or charges against the faculty member together with the names of the members of the Hearing Committee shall be made in writing at least twenty (20) university business days prior to the hearing. The faculty member may waive a hearing or he/she may respond to the charges in writing at least five (5) university business days in advance of the date set for the hearing. If a faculty member waives a hearing, but denies the charges or asserts that the charges do not support a finding of adequate cause, the Hearing Committee shall evaluate all available evidence and rest its recommendation upon the evidence in the record.

2. The Hearing Committee, in consultation with the president and the faculty member, may exercise its judgment as to whether the hearing should be public or private.
3. During the proceedings the faculty member and the administration shall be permitted to have an academic advisor and/or counsel of his/her choice. The Hearing Committee will be permitted to have advisory counsel.
4. At the request of either party or the chair of the Hearing Committee, a representative of a responsible education association shall be permitted to attend as an observer.
5. A recording or transcript of the proceedings shall be kept and made available to the faculty member and the administration in the event an appeal is filed.
6. An oath or affirmation shall be administered by the chair of the Hearing Committee to all witnesses by any person authorized by law to administer oaths in the State of Georgia.
7. The Hearing Committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
8. The faculty member and the administration shall be afforded a reasonable opportunity to obtain necessary witnesses and documentary or other evidence.
9. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witness cannot or will not appear but the Committee determines that the interests of justice require the admission of his/her statement, the Committee will identify the witness, disclose his statement and if possible provide for interrogatories.
10. The Hearing Committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. All questions relating to admissibility of evidence or other legal matters shall be decided by the chair or presiding officer.
11. The findings of fact and the decision of the Hearing Committee will be based solely on the hearing record.
12. Except for such simple announcements as may be required covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers should be avoided until the proceedings have been completed, including consideration by the Board of Regents in the event an appeal is filed. The president and the faculty member will be notified in writing of the decision and recommendation of the Hearing Committee.
13. If the Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the president and the faculty member. If the president does not approve the report, he/she should state his/her reasons in writing to the Committee for response before rendering his/her final decision. If the Committee concludes that an academic penalty less than dismissal would be more appropriate than dismissal, it may so recommend with supporting reasons. The president may or may not follow the recommendations of the Committee.

14. After complying with the foregoing procedures, the president shall send an official letter to the faculty member notifying him/her of his/her retention or removal for cause. Such letter shall be delivered to addressee only, with receipt to show to whom and when delivered and address where delivered. The letter shall clearly state any charges which the president has found sustained and shall notify such person that he/she may apply for discretionary review as provided for in Policy 8.6. (BoR Minutes, February 2015)
15. Upon dismissal by the president, the faculty member shall be suspended from employment without pay from the date of the final decision of the president. Should the faculty member be reinstated pursuant to an application under Policy 8.6, he/she shall be compensated from the date of the suspension. (BoR Minutes, February 2015)

C. Compliance [or Penalties].

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (See Sections [BOR 8.3.9.1](#) and [BOR 8.3.9.2](#), BOR Manual).

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, *2018.*

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____