

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: EDUCATIONAL LEADERSHIP &
RESEARCH METHODOLOGY

COLLEGE: COLLEGE OF EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ADE COURSE NUMBER 6684 LAB CODE (L or C)
 (TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: **Assessment, Planning, and Sustainability with Geospatial Technologies**

EFFECTIVE DATE

(first term course will be offered)
 FALL 2015 IF APPROVED

CREDITS²:
3

TEXTBOOK INFORMATION: SHELLITO, B.A. (2012). INTRODUCTION TO GEOSPATIAL TECHNOLOGIES. NEW YORK, NY: W.H. FREEMAN AND COMPANY [CHAPTERS, 1,2,4,& 15]

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY

COURSE DESCRIPTION, NO MORE THAN THREE LINES: This course provides an overview of evolving geospatial technologies, the impact of developments in geospatial technology on the individual and society, and questions how economics, politics, culture and values affect technological development.

PREREQUISITES*:
GRADUATE STATUS

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
GRADUATE STATUS

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORATE IN ADULT AND COMMUNITY EDUCATION OR CLOSELY RELATED FIELD PERTINENT TO THE TOPICAL AREA. MUST HAVE GEO SPATIAL TECHNOLOGIES EXPERTISE. WILL USE COURSES IN GEOMATICS FOR SUPPORT.

Faculty contact, email and complete phone number:
 Dr. Valerie C. Bryan, Professor &
 Charles Stewart Mott Eminent Scholar,
bryan@fau.edu, 954-592-3224 or 561-799-8639

Please consult and list departments that might be affected by the new course and attach comments.³ Bachelor of Science Degree in Geomatics (no graduate course in this area; removed potential overlaps according to Dr. Charles Roberts. This course addresses how social issues in adult/community education can be addressed using GIS skills). In COE no conflicts found in all the following departments: TL, ESW, CCEI, ESE, CE and CSD.

Approved by:

Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Graduate College Dean: _____
 UFS President: _____
 Provost: _____

Date:

3/24/15
 3/27/15
 3/24/15
 3/25/15
 3/25/15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



ADE 6684

Assessment, Planning, and Sustainability with Geospatial Technologies

Masters/Specialist/Doctorate

COURSE DESCRIPTION:

The founders of the field of adult and community education were very aware of the inter-relationship between the how adults use location-based services including personal navigation, GPS, web-based mapping services, and social networks with real-time location information are commonly part of our everyday lives. These technologies are not only ubiquitous in our personal lives, but they are essential to the functioning of government, industry, community organizations, and non-profit sectors. This course will explore the technologies and societal implications of our digital planet with particular attention to geospatial technologies (e.g., Geospatial or GIS) that provide locational services, imagery, mapping and other capabilities. These technologies, ideally suited to analyze geographic patterns of sociological and environmental data, are rapidly evolving, with introductions of new applications every day.

This course provides an overview of evolving geospatial technologies, the impact of developments in geospatial technology on the individual and society, and questions how economics, politics, culture and values affect technological development.

Through an examination of issues such as privacy, representation, geo-politics, surveillance, equity and social justice, students will obtain a better understanding of the benefits, challenges, ethics and risks of these technologies and will increase their awareness of their personal and societal implications.

COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK:

A broad examination of theory and practice in workplace learning which encompasses a wide diversity of organizations and individuals provides a sound foundation for meaningful reflection and ethical decision-making by educational leaders in organizations.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

The following guidelines were used in developing the course.

- CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment among others; incorporated in Knowledge, Attitudes, and Skills for Adult Educators (KASAE).
- Florida Educational Leadership Examination Competencies
- Florida Principal Competencies
- NCATE/SAC Competencies
- Pimentel, S. (2014). Handbook for Sustaining Standards-Based Education in Adult Education. Washington, DC: U.S. Department of Education, Office of Career, Technical and Adult Education. Retrieved from http://linc.ed.gov/pdf/SustainingStandards_Baseded.pdf

COURSE FORMAT:

This course was designed using NCAT Replacement Model (http://thencat.org/PlanRes/R2R_ModCrsRed.htm). We will physically meet weekly with online instruction between meeting times and lab time. The online class will be replaced with out-of-class activities such as videos, podcasts, readings with online discussion and other exercises.

Through readings of both academic and popular literature, videos, internet research, discussions and activities using a variety of readily available technologies, students will investigate what it means to be a citizen of our digital planet. The course will highlight critical thinking skills, active inquiry, personal and social responsibility and creativity. Students will be expected to use a variety of media and methods of inquiry, research and presentation throughout the semester to understand, internalize and synthesize the course materials.

LEARNING OBJECTIVES AND COURSE CONTENT:

1. Students will articulate how geospatial technologies allow for new ways to study, evaluate, describe and interact with geographic representations and perception of places at multiple scales. These skills will encourage both critical thinking and active inquiry and may encourage students to do further research in areas such as geomatics.
2. Students will communicate trends in society and the environment that have influenced the development of geospatial technologies by critically evaluating and describing the technology of social networking and globalization. The course will may also enhance future social responsibility and global engagement.
3. Students will demonstrate critical thinking in evaluating geospatial technologies as they relate to issues of ethics (including privacy and legal issues, surveillance, cultural difference and appropriateness) and social and environmental justice for under-represented and at-risk populations addressing diversity issues across the planet.
4. Students will critically evaluate the individual and societal impacts of geospatial technologies on themselves, their communities and the wider society in relation to

policies and both re-enforcement or challenges to power structures within society. It is anticipated that the research conducted will address sustainability of people, communities, and the environments they exist in.

COURSE CONTENT:

Part I: Introduction to Our Digital Planet: Foundations of Geospatial Technologies

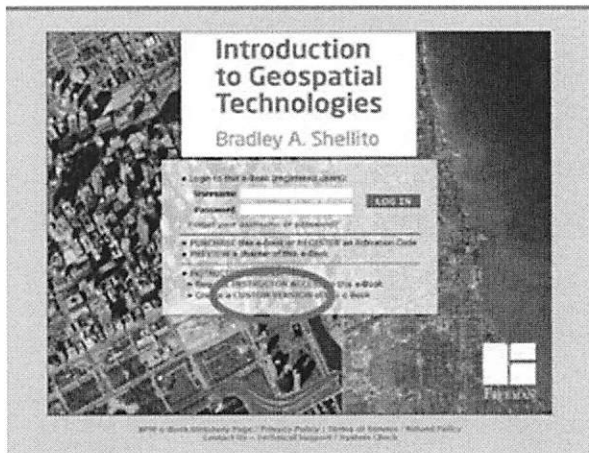
1. ***Introduction: How GIS is used as a research and decision making tool***
 - a. Overview of GIS and how it has been used in planning for sustainability in communities and schools
 - b. Internet accessible GIS
 - c. Geospatial technologies for K-12
 - d. GIS to enhance Grant application submissions
2. ***Geo-Political Concerns***
 - a. Digital planet and the exercise of the State power (hegemonic cartography)
 - b. Representation of contested territory
 - c. Geospatial intelligence
 - d. The surveillance society
 - e. Supreme Court GPS ruling
3. ***Social Implications: Under-represented populations***
 - a. Bridging the Digital Divide
 - b. Contested spaces and counter-mapping
 - c. Participatory GIS
 - d. Legal application for land rights claim
 - e. Social, environmental and spatial justice
 - f. Appropriate technology for societal needs: Police departments, schools (pre-school to university), community planning departments, community-based organizations, leisure-serving organizations, lifelong learning entities
4. ***Societal Implications of Our Digital Planet***
 - a. The bleeding edge of technology: managing your digital profile – How to avoid getting cut!
 - b. Internet (access to digital data) vs. Web (community, exchange, sharing)
 - c. Spatial privacy
 - d. Geo-social media: turning Facebook© into “Placebook”
 - e. Wikis for updating photos, locations, descriptions
 - f. Economy of geospatial technologies
5. ***The Geospatial Web and Web 2.0:***
 - a. User-Generated Content (UGC)
 - b. Mashups
 - c. Voluntary Geographic Information (VGI), citizen data collection and citizen sensors
 - d. Crowdsourcing
6. ***Applications and Implications of Our Digital Planet***
 - a. Population and social welfare

- b. Political and electoral maps
- c. Environmental and public health
- d. Planning and infrastructure
- e. Grant procurement
- f. Sustainability of people, processes, and the environment
- g. The future of Our Digital Planet

REQUIRED TEXT:

Shellito, B. A. (2012). *Introduction to Geospatial Technologies*. New York: W. H. Freeman and Company. [Chapters 1, 2, 4 & 15 only]

<http://ebooks.bfwpub.com/shellito1e.php>



You must have internet access for this course. You will download Google Earth™ and other web-based mapping programs and sources of data throughout the course of the semester. We will be using Blackboard Learn (BbL) Learning Management System. Because of the reduced in-class meetings, it will be important to check BlackBoard frequently.

INSTRUCTOR INFORMATION:

Instructor:
 Campus Phone:
 Email of Instructor:
 Office Hours:
 Office Location:

Course Credits: 3 graduate credit hours

Course assignments are scheduled for each week for 15 weeks. Final presentations will serve as final exams for the course. Reading Days will be observed unless the University is closed for

emergencies; then Reading Days may be used as class time as per Provost Memo dated February 12, 2015.

COURSE SCHEDULE

Week	<u>First day of week</u>	<u>Topic and Readings</u>	<u>Assignments/Replacement model activities</u>
1	27- Aug	<p>Introduction to course. Get access to Shellito textbook custom version # 8621420. http://ebooks.bfwpub.com/shellito1e.php Readings: Shellito Ch 1: pg. 1-10 And download Understanding the Changing Planet, National Academy of Sciences (Download free PDF) http://www.nap.edu/catalog.php?record_id=12860</p> <p>Role of geography in addressing concerns of changing planet: How to Promote Sustainability</p> <p>Readings: 4. How and where will 10 billion people live? 5. How will we sustainably feed everyone in the coming decade and beyond? 6. How does where we live affect our health?</p>	<p>Over view of GIS and available data on the Internet. Exploration of local government and school district uses of GIS</p> <p>Census https://www.census.gov/geo/</p> <p>http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml</p> <p>AGOL, Esri education site https://www.arcgis.com/home/</p> <p>http://edcommunity.esri.com/</p> <p>Palm Beach County Planning, School District Planning http://www.pbcgov.com/iss/itoperations/cwgis/</p> <p>http://pbgis.palmbeach.k12.fl.us/addresslocator/lookup.html</p> <p>http://pbgis.palmbeach.k12.fl.us/cms/GIS_Map_Catalog.html</p> <p>Other GIS SITES</p> <p>National Park Service http://www.nps.gov/gis/</p> <p>Pennsylvania DEP http://www.depgis.state.pa.us/PaOilAndGasMapping/</p> <p>Complete reading assignments, worksheets and respond to discussion questions</p>

Week	<u>First day of week</u>	<u>Topic and Readings</u>	<u>Assignments/Replacement model activities</u>
2	Sept 3	<p>Using GIS Applications</p> <p>http://video.arcgis.com/watch/262/use-a-public-account</p>	<p>Using AGOL (ArcGIS on-line) discuss and explore how to use this on line GIS application.</p> <p>GIS for K12 curriculum. Explore and review the variety of curriculum available for K-12, both desktop and online (MOW lessons for K-12). Explore uses of GIS for educational institutions at all levels, http://edcommunity.esri.com/</p> <p>Friday replacement: <u>Complete Shellito 1.1 Geospatial Lab Application</u></p> <p>W: Turn in worksheets and respond to Discussion questions.</p>
3	10-Sep	<p>Understanding the Changing Planet: How to Recognize and Cope with the Rapid Spatial Reorganization of Economy and Society</p> <p>Readings</p> <p>7. How is the movement of people, goods, and ideas changing the world?</p> <p>8. How is economic globalization affecting inequality?</p> <p>9. How are geopolitical shifts influencing peace and stability?</p>	<p>Geospatial Revolution for Educators: Political Aspects http://www.pbslearningmedia.org/resource/psu10sci.vid.geospatial.politicalaspects/geospatial-revolution-political-aspects/</p> <p>Geospatial Revolution: GIS to Monitor Areas of Conflict http://www.pbslearningmedia.org/resource/psu10sci.vid.geospatial.monitorcon/geospatial-revolution-gis-to-monitor-areas-of-conflict/</p> <p>Complete reading assignments, respond to discussion questions and work on map</p>
4	17-Sep	<p>Basic of demographic data: How to effectively use with GIS, analyzing and mapping for grants and research projects.</p> <p>Basics of Geospatial Technologies: Geographic representation: cartographic</p>	<p>Using AGOL create a thematic map with census layers.</p> <p>Explore using Census data https://www.census.gov/geo/</p> <p>http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml</p>

<u>Week</u>	<u>First day of week</u>	<u>Topic and Readings</u>	<u>Assignments/Replacement model activities</u>
		<p>representation</p> <p>Readings: Shellito Ch 2: 39 – end</p>	<p>Friday replacement: Shellito Ch 2: <u>Complete Hands-on application 2.3 and 2.4 on your own. Complete Lab 2.1 Geospatial Lab Application:</u></p> <p>W: Turn in worksheets and respond to Discussion questions. Comments on videos.</p>
5	24-Sep	<p>Aspects of Geospatial Technologies; crowdsourcing, environmental applications, GIS, GPS, Satellite imagery, spatial data infrastructure (SDI), environmental applications.</p>	<p>Friday replacement: Read Shellito Chap 4: Finding your location with GPS, <u>Complete lab 4.1: Geospatial Lab Application: GPS Applications. turn in on Monday.</u></p> <p>Crowdsourcing and Crisis Mapping for Public Safety http://video.arcgis.com/watch/591/crowdsourcing-and-crisis-mapping-for-public-safety Haiti: the Importance of Social Media Use During a Disaster http://video.arcgis.com/watch/163/haiti-the-importance-of-social-media-use-during-a-disaster Analyzing Social Media http://video.arcgis.com/watch/1859/analyzing-social-media</p>
6	1-Oct	<p>Internet, distributed data and the cloud Societal Implications of Our Digital Planet: Health GIS Readings: Klinkenberg (2007) Lyman (2006) Crowdsourced crisis mapping: how it works & why it matters:</p>	<p><u>Mon: Turn in Lab 4.1</u> Friday replacement: Study for exam What is Volunteered Geographic Information Crowdsourcing? http://video.arcgis.com/watch/682/what-is-volunteered-geographic-information slash crowdsourcing question Social Media and Geospatial Trends http://video.arcgis.com/watch/168/social-media-and-geospatial-trends</p>
7	8-Oct	<p>Monday – Midterm Wed: Geopolitical concerns: Maps and technologies for exercising power of state and industry; political and electoral maps</p>	<p>Friday replacement: podcast Fresh Air Interview: John Villasenor -Drones Over America: What Can They See? : NPR Privacy issues of hundreds on drones taking aerial photos all over US: http://www.npr.org/2012/03/12/148293470/drones-over-america-what-can-they-see?ft=1&f=1001</p> <p>Discuss redistricting and the role of GIS, i.e. 2010 school district. Explore Florida State redistricting</p>

<u>Week</u>	<u>First day of week</u>	<u>Topic and Readings</u>	<u>Assignments/Replacement model activities</u>
			GIS tool on the web. http://floridaredistricting.cloudapp.net/MyDistrictBuilder.aspx
8	15-Oct	Contested territories, hegemonic cartography and Surveilant society Readings: Dillow (2010) Elwood & Leszczynski (2011)	Friday replacement: Articles on spatial law and policy; Supreme Court rulings and post to discussion board Video: Geospatial Revolution Episode 3 http://geospatialrevolution.psu.edu/episode3 W: Turn in worksheets and respond to Discussion questions.
9	22-Oct	Under-represented population: bridging the digital divide, participatory GIS, population and social welfare Readings: Elwood (2002)	Friday: Video: Participatory GIS Post reaction to video on Discussion Board W: Synopsis of articles
10	29-Oct	Wed: spatially-enabled social networking, your digital profile, geo-social media, spatial privacy Readings: Goodchild: Citizens as sensors (2007)	Friday replacement: Video: Geospatial Revolution Episode 4 http://geospatialrevolution.psu.edu/episode4
11	5-Nov	Understanding the Changing Planet: How to Leverage Technological Change for the Betterment of Society and Environment Readings: 10. How might we better observe, analyze, and visualize a changing world? 11. What are the societal implications of citizen mapping and mapping citizens?	Read chapters 10 – 11 and complete worksheets Friday replacement: Rumsey Map Collection/Google Earth mapping assignment Geospatial Revolution: Mapping Power http://www.pbslearningmedia.org/resource/psu10sci_vid.geospatial.mappower/geospatial-revolution-mapping-power/ W: Post reaction to video on Discussion Board
12	Nov 12+	The Geospatial Web and Web 2.0. No class on Nov 12 for Veterans Day	Friday replacement: Read Elwood, Goodchild & Sui over break for discussion on Mon Nov 26.

<u>Week</u>	<u>First day of week</u>	<u>Topic and Readings</u>	<u>Assignments/Replacement model activities</u>
		Holiday	W: Turn in worksheets and respond to Discussion questions.
1 3	19- Nov	Thanksgiving Break	No Classes all week
1 4	26- Nov	The economy of geospatial technologies: Geo-spatial business applications, location-based services	Video: Geospatial Revolution Part 2 http://geospatialrevolution.psu.edu/episode2/
1 5	3-Dec All Assignments due	What's next for Geospatial Technologies Shellito Ch 15: pg 439-447 Applications and implications of Our Digital Planet: population social welfare, environment, planning and infrastructure. Shellito Ch 15: page 447-458	Exploring the The National Map Viewer exercise. Submit all work by Dec 1. Friday replacement: Final review Turn in final map.

Additional Information

For the rules of the road, please see the following items that are paraphrased from University policies in the Catalog. If you wish to see the detailed language, feel free to see at <http://www.fau.edu/academic/registrar/FAUcatalog/academics.php#policiesall> .

ATTENDANCE

(as per <http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>):

You are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. In an online class, attendance means that you be present for any conferencing of the course, to engage in group work as an active member, to attend to questions posed on the Discussion Board, to share content in Wikis and Blogs when appropriate, to report on field assignments that are either an individual work or group effort, and to complete projects and post in a timely manner on Blackboard, The effect of “absences” will be recorded as part of your participation grade for the course. If you are not “present” for an extended time period, your absence will be reported.

You are responsible for arranging to make up work missed because of legitimate class absence,

such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities (e.g., participating on an athletic or scholastic team, musical and theatrical performances and debate activities). It is the your responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting, to complete any missed work. It is also my right to not accept work for repeated absences and for extreme lateness of assignments not being submitted.

Attendance on First Day of Class (as per <http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>)

Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course. Attending this course the first day will be to post required information to the Blackboard post under Discussion. The post is an effort to let everyone in the course to know who their colleagues are so we can plan future activities together.

SPECIAL NEEDS

In compliance with the Americans with Disabilities Act (ADA) students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located on the Boca Campus SU133,561-297-3880, on the Davie Campus, MD1, 954-236-1222, the Jupiter campus, SR 117, 561-799-8585, or on the Treasure Coast campus, CO 128, 772-873-3305 and follow all OSD procedures.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, you have the right to reasonable accommodations from the University in order to observe any religious practices and beliefs you hold true with regard to class attendance and the scheduling of examinations and work assignments. If you wish to be excused from coursework, class activities or examinations please notify me in advance, in writing, for an excused absence. I will provide a reasonable opportunity to make up such excused absences.

ACADEMIC MISCONDUCT:

Acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct. Please note the policy on academic misconduct in the University Regulation 4.001. At the Graduate Level, plagiarism is grounds for dismissal due to the seriousness of our research agenda. Please use SafeAssign or Turnitin to check your work to make sure you have referenced your materials correctly and not “lifted” materials without proper citations.

LIBRARY INFORMATION:

All students are expected to have online access to the University Library. You will also need to set up your browser to connect to the proxy server; this enables you to access full-text articles

from over 300 journals. You can access the FAU Libraries Proxy Server information through the FAU Libraries home page, or connect directly to <http://www.library.fau.edu/ecollect/proxy.htm>. I will post a number of assignments using references that you may obtain through your online library. Feel free to use references outside of the library, but check to see if the references are from legitimate sources.

FAU EMAIL

FAU's primary source for correspondence with students is through the student's FAU email. Messages sent by the University may include time-sensitive information regarding student accounts, announcements and class information. You are responsible for checking their FAU email on a regular basis. FAU has partnered with Google to bring students Owl Apps, a Gmail interface that replaces the MyFAU email and includes a 25 GB inbox, among other features. To switch to Owl Apps and for more information about FAU email, visit www.fau.edu/owlapps. For issues with logging into MyFAU, contact the [Office of Information Technology Help Desk](#) or 561-297-3999.

COURSE EVALUATION AND GRADING:

Grading will be based upon the following scale:

Percent	Letter Grade	Percent	Letter Grade
95-100	A	74-76	C
90-94	A	70-73	C
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B	60-63	D

Hands-on Application Exercises, discussion board or activity:	8 at 10 points each	80 points
Lab Applications	5 at 40 points each	200 points
Midterm Exam		100 points
Final Exam		100 points
Attendance and Participation		20 points
Total points		500 points

GRADES (<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>):

Florida Atlantic University has a plus/minus (+/-) grading system. Grades for the undergraduate and graduate courses are reported by the symbols indicated in the following table:

Grade	Grade Points per Credit
A	4.00

	Grade	Grade Points per Credit
	A-	3.67
	B+	3.33
	B	3.00
	B-	2.67
	C+	2.33
Passing grades: The grades of "A" through "C," and "S," are passing grades for graduate students	C	2.00
	C-	1.67
	D+	1.33
	D	1.00
	D-	0.67
	F	0.00
	AU (Audit)	No credit
	CR (Credit by Exam)	Credit only
	I	Incomplete
	NR	No reported grade
	P (Pass)	Undergraduates only, Credit only
Passing grade for graduate students	S (Satisfactory)	Credit only
	U (Unsatisfactory)	No credit
	W (Withdrawal)	No credit
	WM (Withdrawal— Exceptional Circumstance)	No credit

Incomplete Grade Policy:

Students who register for a course but fail to complete the course requirements without dropping the course will receive a grade of "F". . If you are passing this course but has not completed all the required work because of exceptional circumstances you may, with my approval, receive temporarily receive a grade of "I" (incomplete). The grade of "I" is neither passing nor failing. , The "I" grade is not to be used to allow students to do extra work to raise the grade earned during the regular term. It indicates a grade deferral and must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken. I discourage you from using this process, because students

often forget when the new semester to complete the work begins and ultimately receive an "F" on their transcript.

As of fall 2006, students cannot graduate from any FAU degree program with a grade of incomplete ("I") on their academic record.

CLASSROOM NORMS:

Classroom norms for collegiality will be created by the membership of the class on the first day of class. We will discuss classroom conduct at the beginning of class and revisit the topic periodically throughout the semester. Please see me if you have issues with classmates' behavior (e.g., side conversations, laptop, cell phone or other technology usage, as well as discussions on Blackboard). The classroom should be a safe place where all ideas can be expressed freely and openly, as long as they do not include bigotry, intolerance or hatred. Frame your commentaries in the spirit of supportive and constructive criticism when speaking and in your language.

Learning can only happen when you take an active role. It is important to place more emphasis - on developing your insights and skills than on transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will be more likely to result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your own mind.

	Grade	Grade Points per Credit
	A	4.00
	A-	3.67
	B+	3.33
	B	3.00
	B-	2.67
	C+	2.33
Passing grades: The grades of "A" through "C," and "S," are passing grades for graduate students	C	2.00
	C-	1.67
	D+	1.33
	D	1.00

	Grade	Grade Points per Credit
	D-	0.67
	F	0.00
	AU (Audit)	No credit
	CR (Credit by Exam)	Credit only
	I	Incomplete
	NR	No reported grade
	P (Pass)	Undergraduates only, Credit only
Passing grade for graduate students	S (Satisfactory)	Credit only
	U (Unsatisfactory)	No credit
	W (Withdrawal)	No credit
	WM (Withdrawal— Exceptional Circumstance)	No credit

Incomplete Grade Policy:

Students who register for a course but fail to complete the course requirements without dropping the course will receive a grade of "F". . If you are passing this course but has not completed all the required work because of exceptional circumstances you may, with my approval, receive temporarily receive a grade of "I" (incomplete). The grade of "I" is neither passing nor failing. , The "I" grade is not to be used to allow students to do extra work to raise the grade earned during the regular term. It indicates a grade deferral and must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken. I discourage you from using this process, because students often forget when the new semester to complete the work begins and ultimately receive an "F" on their transcript.

As of fall 2006, students cannot graduate from any FAU degree program with a grade of incomplete ("I") on their academic record.

REFERENCES:

Other readings videos, exercises and activities will be made available throughout the semester, either online, in digital or pdf format or other formats, including:

- Bryan, V.C. (2006). Impact of technology in community education: its applications and effects. *Community Education Journal*, XX, (2/3), 10-13.
- Bryan, V.C. (2013). The power, peril and promise of information technology to community education. *Technology use and research approaches for community education and professional development* (pp.1-23) Hershey, PA: Information Science Reference. doi: 10.4018/978-1-4666-2955-4.ch001
- Bryan, V.C. & Wang, V. (2013) (Eds.) *Technology use and research approaches for community education and professional development*. Hershey, PA: Information Science Reference. doi: 10.4018/978-1-4666-2955-4
- Committee on Strategic Directions for the Geographical Sciences in the Next Decade, National Research Council of the Academics (2010). *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences*. Washington, D.C.: The National Academies Press
- Craglia, M., Bie, K., Jackson, D., Pesaresi, M., Remetey-Fulopp, G., Wang, C., Annoni, A., Bian, L., Campbell, F., Ehlers, M., Genderen, J. van, Goodchid, M. Guo, H., Lewis, A., Simpson, R., Skidmore, A., & Woodgate, P.. (2012). Digital Earth 2020: Towards the vision for the next decade. *International Journal of Digital Earth*, 5(1), 4-21.
- Curtis, A. J., Mills, J. M., & Leitner, M. (2006). Spatial confidentiality and GIS: re-engineering mortality locations from published maps about Hurricane Katrina. *International Journal of Health Geographics*, 5(44), 1-12. Retrieved from <http://www.ij-healthgeographics.com/content/5/1/44>
- Dillow, C. (2010). You Are Here: How digital maps are changing the landscape of the 21century. Retrieved from: <http://www.popsoci.com/technology/article/2010-12/you-are-here-finding-cartographys-place-new-digital-ladscape>
- Discover: Science, Technology & the Future (2009). *Visual Science: A Striking Visualization of Hurricane Katrina*. Retrieved from <http://discovermagazine.com/2009/nov/08-striking-visualization-hurricane-katrina>
- Duffy, M L., & Bryan, V. C. (2014). Technology and design for inclusion: The impact of universal design, Chapter 4. In V. C. Wang (2014). *Handbook of Research on Education and Technology in a Changing Society (2 Volumes)* (pp. 1-1350). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-6046-5
- Elwood, S. (2002). The impacts of GIS use for neighborhood revitalization in Minneapolis. In W. Craig, W., T. Harris, & D. Weiner (Eds.) (2002). *Community Participation and Geographic Information Systems*, 77-88. New York: Taylor and Francis.
- Elwood, S., & Leszczynski, A. (2011). Privacy, reconsidered: New representations, data practices, and the geoweb. *Geoforum*, 42, 6-15.
- Goldstein, D., & Bryan, V.C. (2014). Layering learning_ Geographic information systems (GIS): advancing education methods in the digital age, Chapter 61. In V. C. Wang (2014). *Handbook of Research on Education and Technology in a Changing Society (2 Volumes)* (pp. 1-1350). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-6046-5

Goodchild, M.. (2009). NeoGeography and the nature of geographic expertise. *Journal of Location Based Services*. 3(2), 82-96.

Friedland, G., & Sommer, R. (2010). Cybercasing the Joint: On the privacy implications of geotagging. *International Computer Science Institute*, May 3, 2010. Retrieved from <http://www.icsi.berkeley.edu/pubs/techreports/TR-10-005.pdf>

Goodchild, M. F. (2007). Citizens as sensors: the world of volunteered geography. *GeoJournal*, 69, 211-221.

- Klinkenberg, B. (2007). Geospatial Technologies and the Geographies of Hope and Fear. *Annals of Association of American Geographers*, 97(2), 350-360.
- Lyman, F. (2006). Advocacy Groups Ignore Breast Cancer Hot Spots. AlterNet. Retrieved from <http://www.alternet.org/story/43183>
- Mark, D. M., Chrisman, N., Frank, A., McHaffie, P., Pickles, J. (). The GIS History Project. Retrieved from http://www.ncgia.buffalo.edu/gishist/bar_harbor.html
- Russo, M. R., Bryan, V. , & Penney, G. (2014). The learning curve in emergency preparedness: are we getting better? Chapter 12. In M. Khosrow-Pour (2014). *Inventive Approaches for Technology Integration and Information Resources Management* (pp. 1-315). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-6256-8

LINKS OF INTEREST:

Shellito textbook: Custom version: <http://ebooks.bfwpub.com/shellito1e.php>

Full eText: <http://whfreeman.com/Catalog/product/introductiontogeospatialtechnologies-firstedition-shellito>

CourseSmart signin: <http://instructors.coursesmart.com/bookshelf>

Shellito student companion site: <http://bcs.whfreeman.com/shellito1c/>

Understanding the Changing Planet: How to Promote Sustainability
Download free PDF http://www.nap.edu/catalog.php?record_id=12860

Social Explorer <http://www.socialexplorer.com/pub/home/home.aspx>

World Map: Harvard Site to explore, visualize and publish geographic information:

<http://worldmap.harvard.edu/> ESRI GIS Glossaries: http://www.esri.com/what-is-gis/overview.html#glossaries_panel

Jobs, Jobs, Jobs, After All, It's All About Geospatial Jobs:

<http://www.directionsmag.com/articles/jobs-jobs-jobs-after-all-its>

[about-geospatial-jobs/235386](http://www.directionsmag.com/articles/jobs-jobs-jobs-after-all-its-about-geospatial-jobs/235386)

Geocommons: <http://geocommons.com/>

ArcGIS online: <http://www.esri.com/software/arcgis/arcgisonline/>

USGS The National Map: <http://nationalmap.gov/index.html>

Free Geography Tools Website: <http://freegeographytools.com>

ArcGIS Web Mapping: <http://www.esri.com/mapping-for-everyone/index.html>

US Census Bureau: <http://www.census.gov/#>

Charles Roberts

Today at 9:26 AM

To: Valerie Bryan

Hello, Valerie,

The GIScience committee of the Department of Geoscience has reviewed your revised syllabus, and supports your course, with the following 3 stipulations and caveats:

1) We request that you keep the word Geospatial, associated with our discipline, our curriculum and our strongest focal area at the end of the course title so as to not confuse it with our GIS courses. DONE

2) We also request that you assign it an educational prefix rather than a GIS prefix, so that students will not think it an elective that counts towards one of our certificate programs. It is a course that looks at the impacts and applications of GIS rather than a course involving extensive GIS training. DONE

This course seems to have more to do with Geography, GIS and Geospatial analysis than education, and thus lies directly in the center of our discipline of Geography, and within our strongest curriculum area Geographic Information Science and Geospatial data analysis. The current content of your course is primarily a human geography approach to analyzing impacts of applications of GIS, an adjustment you made when we pointed out the overlap with our GIS course sequence. As presented, this critical and analytical approach to GIS is not currently covered in our existing courses, which take an in depth science approach to the application of spatial analysis tools to Geographic Information Systems, Remote Sensing, and Cartography. It is a good course and we recommend its approval by college and university curriculum committees.

3) Therefore we support this course, but reserve the right to develop a similar course in the future within the Geography and Geosciences program. AGREED

Charles Roberts
Interim Chair of Geosciences
Associate Dean of Graduate Studies
Charles E. Schmidt College of Science

+ C: Paulone 2/3/15

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:21 PM
To: Safeeia Azam
Cc: Valerie Bryan; Paul Peluso
Subject: Course Submissions for ACE

You have letters of support for TL, ESW, CCEI, and ESE. I have yet to hear from CE and CSD. Please forward these letters for inclusion in the COE Graduate Programs Committee with all the required materials. Bob

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:16 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Michael Brady
Sent: Friday, January 30, 2015 6:05 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

Bob:

1. I've reviewed the three courses your Department has proposed, and see no conflict or overlap with the courses or curriculum in the ESE Department with ADE 6684 and ADE 6695.
2. There is considerable overlap with ADE 6285, your proposal for the grants course. The ESE Department has offered EEX 7526: Grant Writing for many years. Much of the content, as well as the work activities in your ADE course mirrors EEX 7526. In addition, students from your department and others have frequently enrolled in EEX 7526. To identify overlap, however, does not imply conflict. Your proposal for ADE 6285 also includes attention to program management, and the context for your Department's course rests within adult and community organizations. While there is overlap there as well, there are also differences between the two courses. I do not see conflict between the courses or programs, and the redundancy is not problematic from our perspective.

Good luck,

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

Attached are three new courses that are being proposed for the department's Educational Leadership Master's Degree with emphasis in Adult and Community Education. The faculty have spent the past year planning for a restructuring of this program and these new courses are reflected in this effort. The proposed new courses are:

- ADE 6285 Grant Writing and Program Management for Adult and Community NonProfit Organizations
- ADE 6684 Assessment, Planning and Sustainability with Geospatial Technologies
- ADE 6695 Sustainability Leadership for ACE Entrepreneurs and Change Agents

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:16 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Michael Whitehurst
Sent: Saturday, January 31, 2015 2:14 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

Bob,
No conflict with ESHP.
Mike

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

Attached are three new courses that are being proposed for the department's Educational Leadership Master's Degree with emphasis in Adult and Community Education. The faculty have spent the past year planning for a restructuring of this program and these new courses are reflected in this effort. The proposed new courses are:

- ADE 6285 Grant Writing and Program Management for Adult and Community NonProfit Organizations
- ADE 6684 Assessment, Planning and Sustainability with Geospatial Technologies
- ADE 6695 Sustainability Leadership for ACE Entrepreneurs and Change Agents

This degree will now have a focus on sustainability issues and will be unique in Florida. We are excited about the program's marketability with these revisions. Please review and get back to me if your department sees any conflicts. Thanks. Bob

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:17 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Barbara Ridener
Sent: Sunday, February 01, 2015 9:45 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

I do not have any concerns.

Barbara

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

Attached are three new courses that are being proposed for the department's Educational Leadership Master's Degree with emphasis in Adult and Community Education. The faculty have spent the past year planning for a restructuring of this program and these new courses are reflected in this effort. The proposed new courses are:

- ADE 6285 Grant Writing and Program Management for Adult and Community NonProfit Organizations
- ADE 6684 Assessment, Planning and Sustainability with Geospatial Technologies
- ADE 6695 Sustainability Leadership for ACE Entrepreneurs and Change Agents

This degree will now have a focus on sustainability issues and will be unique in Florida. We are excited about the program's marketability with these revisions. Please review and get back to me if your department sees any conflicts. Thanks. Bob

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:17 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Emery Hyslop-Margison
Sent: Friday, January 30, 2015 6:12 PM
To: Robert Shockley
Cc: Valerie Bristor
Subject: RE: Courses for ACE Masters

CCEI is fine with the courses Dr. Shockley!

Dr. Emery J. Hyslop-Margison

Professor and Chair

Department of Curriculum, Culture and Educational Inquiry

College of Education

Florida Atlantic University

Boca Raton, FL 33431

Email: ehyslopmarginson@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

Attached are three new courses that are being proposed for the department's Educational Leadership Master's Degree with emphasis in Adult and Community Education. The faculty have spent the past year planning for a restructuring of this program and these new courses are reflected in this effort. The proposed new courses are:

- ADE 6285 Grant Writing and Program Management for Adult and Community NonProfit Organizations