

10-day

Stacked 36-60ch. RECEIVED OCT 18 88-UCCh. revised

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Secondary Education	College/School	School of Education
Prepared by	Donald Peterson/ Karen Eiler	Phone	474-6180
Email Contact	dtpeterson@alaska.edu/kjeiler@alaska.edu	Faculty Contact	Donald Peterson

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	EDSC	Course #	442/ 642	No. of Credits	3
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**COURSE TITLE** Technology Applications in Education

**2. ACTION DESIRED: Check the changes to be made to the existing course.**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input checked="" type="checkbox"/>	

\*Prerequisites will be required before a student is allowed to enroll in the course.

Reference the registration implications below due to Banner coding of these terms:  
**Prerequisite:** Course completed and grade of "C" (2.0) or higher prior to registering for the course that requires it.

**Concurrent:** Course may be taken simultaneously (and allows for a course to have been previously completed).

**Co-requisite:** Courses MUST be taken simultaneously and does NOT allow for fact that a course was previously completed!

**CREDITS (including credit distribution)**

**ADD CROSS-LISTING**

See #8 if intent is to stop an existing cross-listing.

**STACKED (400/600)**

Include syllabi.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered?); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

**OTHER (please specify)**

This course will be changed (divided) into a one credit offering during fall semester and a new course (in continuation) 2 credit offering during spring semester.

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

**COURSE FORMAT:** (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

**OTHER FORMAT (specify all that apply)**

Mode of delivery

Lecture

(specify lecture,  
field trips, labs,  
etc)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐ S = Social Sciences ☐

Will this course be used to fulfill a requirement  
for the baccalaureate core?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	X
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IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, ☐ W = Writing Intensive, ☐ Natural Science, ☐  
\*Format 6 also submitted ☐ \*Format 7 submitted ☐ \*Format 8 submitted ☐

- 4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES ☐

NO ☒

5. **COURSE REPEATABILITY:**

Is this course repeatable for  
credit?

YES

☐

NO

☒

Justification: Indicate why the course can be  
repeated  
(for example, the course follows a different  
theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum  
number of credit hours that may be earned for this course?

CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~A~~original Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
~~Case-study~~ Comparative approach in ~~assessing~~ analyzing Indigenous  
rights and policies in different nationstate systems. ~~Seven~~ Aoriginal ~~situations~~  
Multiple countries and specific policy development ~~examined~~ for factors promoting  
or limiting self-determination. Prerequisites: Upper division standing or permission  
of instructor. (Cross-listed with ANS F450.) (3+0)

EDSC F442 Technology Applications in Education I

3 ~~1~~ Credits

Offered Spring~~Fall~~

~~Focuses on educational technology as resource for the delivery of instruction to enhance student learning. Designed for participants who will use technology tools to implement and create instructional material in a variety of media to support and assess learning, including distance educational media and methods, and to provide the tools to enhance professional productivity, collaboration and communication. The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will create set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards, and integrated with Standards for Culturally Responsive Schools. Prerequisites: Admission to the Internship year secondary post-baccalaureate licensure program or permission of instructor. Stacked with EDSC F642. (3+0)~~

EDSC F642 Technology Applications in Education I

3 ~~1~~ Credits

Offered Spring~~Fall~~

~~Focuses on educational technology as resource for the delivery of instruction to enhance student learning. Designed for participants who will use technology tools to implement and create instructional material in a variety of media to support and assess learning, including distance educational media and methods, and to provide the tools to enhance professional productivity, collaboration and communication. The course focuses~~

on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will create set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards, and integrated with Standards for Culturally Responsive Schools. Prerequisites: Admission to the Internship year secondary post-baccalaureate licensure program or permission of instructor. Stacked with EDSC F442. (3+0)

**7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

**EDSC F442 Technology Applications in Education I**

**1 Credit**

**Offered Fall**

The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools. Prerequisites: Admission to the secondary post-baccalaureate licensure program or permission of instructor. Stacked with EDSC F642. (1+0)

**EDSC F642 Technology Applications in Education I**

**1 Credit**

**Offered Fall**

The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools. Prerequisites: Admission to the secondary post-baccalaureate licensure program or permission of instructor. Stacked with EDSC F442. (1+0)

**8. IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO

☒ No

If Yes, DEPT

NUMBER

**DROPPING A CROSS-LISTING:**

YES

☐

DEPT

NUMBER

Changing or dropping requires written notification of each department and dean involved. Attach a copy of written notification.

**9. GRADING SYSTEM: Specify only one.**

LETTER:

☒ X

PASS/FAIL:

☐

**10. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact anticipated

**11. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

☒ X

Yes

☐

No impact anticipated

**12. IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

None

**13. POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

No impacts on other departments or courses

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campuswide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Currently students meet informally with instructor during fall semester to begin development of their portfolios and attain initial technological skills necessary to effectively use a variety of modes in their 7-12 classrooms. The requested credit change to 442/642 (from a 3 cr to 1 cr) and addition of a new 2 credit 443/643, seeks to formalize the current instructional model.

*as per attached.*

**APPROVALS:** (Additional signature blocks may be added as necessary.)

	Date	
Signature, Chair, Program/Department of:	Larry Meath, Secondary Education	

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:	Allan Morotti, Dean, School of Education	

Offerings above the level of approved programs must be approved in advance by the Provost:

	Date	
Signature of Provost (if applicable)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
Signature, Chair		
Faculty Senate Review Committee:    ___Curriculum Review        ___GAAC		
___Core Review        ___SADAC		

***Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.***

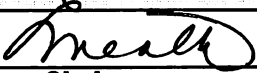
No impacts on other departments or courses

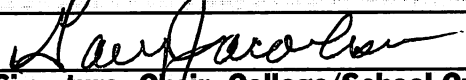
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Currently students meet informally with instructor during fall semester to begin development of their portfolios and attain initial technological skills necessary to effectively use a variety of modes in their 7-12 classrooms. The requested division of the course seeks to formalize the current instructional model.

**APPROVALS: (Additional signature blocks may be added as necessary.)**

 Date 9/20/12  
Signature, Chair, Program/Department of: Larry Meath, Secondary Education

 Date 9-25-12  
Signature, Chair, College/School Curriculum Council for: \_\_\_\_\_

 Date 9-26-12  
Signature, Dean, College/School of: Allan Morotti, Dean, School of Education  
Offerings above the level of approved programs must be approved in advance by the Provost:

\_\_\_\_\_  
Signature of Provost (if applicable) Date \_\_\_\_\_

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

\_\_\_\_\_  
Signature, Chair Date \_\_\_\_\_

Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC  
☐ Core Review ☐ SADAC

University of Alaska Fairbanks  
School of Education  
Proposed Course Syllabus EDSC 442(stacked 642)

**EDSC 442 Technology Applications in Education I**  
1 credit  
Fall 2013

**Location:** Old University Park Elementary School, Computer Lab

**Meeting Time:** Tuesday, 5:00 -8:00  
Dates TBA

**Instructor Info:** Don Peterson  
email: [dtpeterson@alaska.edu](mailto:dtpeterson@alaska.edu)  
Office Hours: Tues, Thurs 10 am – 1 pm

**Course Description:**

The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools.

**Course Goals and Student Learner Outcomes:**

The goal of this course is to introduce participants to educational technology strategies and resources to deliver, enhance and assess learning.

- Participants will be able to implement at an initial level, technology tools to assist in instruction.
- Participants will set up a media-rich electronic portfolio utilizing Live Text.
- Participants will consider their places as instructional facilitators in technology rich classroom classrooms

**Instruction Methods:**

Instruction methods used in this course include lecture, small group discussion and application of instructional technology, Elluminate, LiveText and reflective writing.

**Student Resources/ Course Materials:**

Participants will need a laptop computer with wireless capability and a LiveText account. (Student membership is \$99.) No course texts will be required, as the majority of resources will be found online.

## **Disability Services**

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disability Services (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

### **UAF Disability Services for Distance Students**

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDD) campuses and UAF Center for Distance Education

### **Attendance Policy:**

Attendance is an essential requirement of this course and is the responsibility of the student. Class begins promptly and students are expected to be present at the beginning and at the end of each class session to receive full credit for attendance. Students are responsible for all class work and assignments. Inform the instructor if you have to be absent.

### **Academic Integrity:**

High ethical Standards are essential for maintaining credibility. Every course at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism collusion and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations).

Student Support Services:

### **Support Services**

For assistance, tutoring services and other student support resources please visit the website <http://www.uaf.edu/catalog/current/academics/regs1.html>.

### **Grading:**

Grading follows UAF academic regulations which can be found at <http://www.uaf.edu/catalog/current/academics/regs1.html>

Grade	%
A	100-90
B	89-80
C	79-70
D	69-60

## Assignments:

Assignment	Description	Due Date																		
1 (15%)	Create an electronic portfolio utilizing LiveText. Post an appropriate photo and create an introduction. Submit the portfolio to the instructor for review.																			
2 (25%)	<p>Manipulate 3 photos (may be the same photo or different photos) for print, monitor display and web publication.</p> <p>Create an online photo album (Flickr, Picasa, etc.) with a specific theme (this is my classroom, here's a class project we did, here's my community, etc.).</p> <p>Paste the album URL into your portfolio and send for review. Paste the album URL onto the Google doc provided.</p>																			
3 (30%)	<p>View "Denali One-to-One" or read the blog "One Transformed Classroom." Be prepared to discuss the content during the second class meeting.</p> <p>Assume you are entering a classroom in which each student has a laptop or tablet. Write a paper describing three potential opportunities and three potential challenges and how you would deal with each.</p>																			
4 (30%)	<p>Post three of the following five assignments for other secondary program classes and write reflections. Submit the portfolio to the instructor and your UAF supervisor for feedback.</p> <table border="1"> <thead> <tr> <th>Assignment</th><th>Class</th><th>AK Standard</th></tr> </thead> <tbody> <tr> <td>SPED Case Study</td><td>EDSC 471</td><td>Two</td></tr> <tr> <td>Differentiated Lesson</td><td>Content Methods</td><td>Two</td></tr> <tr> <td>Place-Based Lesson</td><td>EDSC 402</td><td>Three</td></tr> <tr> <td>Comprehensive Management Plan</td><td>EDSC 458/658</td><td>Six</td></tr> <tr> <td>Education Research Paper</td><td>Content Methods</td><td>Eight</td></tr> </tbody> </table>	Assignment	Class	AK Standard	SPED Case Study	EDSC 471	Two	Differentiated Lesson	Content Methods	Two	Place-Based Lesson	EDSC 402	Three	Comprehensive Management Plan	EDSC 458/658	Six	Education Research Paper	Content Methods	Eight	
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Additional information, resources and rubrics can be found at:

<https://sites.google.com/a/alaska.edu/dtpeterson/home>



University of Alaska Fairbanks  
School of Education  
Proposed Course Syllabus EDSC 642 (stacked 442)

EDSC 642  
Technology Applications in Education I  
1 credit  
Fall 2013

Location: Old University Park Elementary School, Computer Lab

Meeting Time: Tuesday, 5:00 -8:00 pm  
Dates TBA

Instructor Info: Don Peterson  
email: [dtpeterson@alaska.edu](mailto:dtpeterson@alaska.edu)  
Office Hours: Tues, Thurs 10 am – 1 pm

Course Description:

The course focuses on educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed for participants who will use technology tools to create and implement instructional material in a variety of media to support and assess learning, including distance educational media and methods, and to provide tools to enhance professional productivity, collaboration and communication. Participants will create a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools.

Course Goals and Student Learner Outcomes:

The goal of this course is to introduce participants to educational technology strategies and resources to deliver, enhance and assess learning.

- Participants will be able to implement at an initial level, technology tools to assist in instruction.
- Participants will set up a media-rich electronic portfolio utilizing Live Text.
- Participants will consider their places as instructional facilitators in technology rich classroom classrooms

Instruction Methods:

Instruction methods used in this course include lecture, small group discussion and application of instructional technology, Elluminate, LiveText and reflective writing.

### Student Resources Course Materials:

Participants will need a laptop computer with wireless capability and a LiveText account. (Student membership is \$99.) No course texts will be required as the majority of resources will be found online.

### Disability Statement:

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Reasonable accommodation to students with disabilities will be arranged through the Office of Disabilities Services (208 Whitaker Bldg, 474-5655).

### Attendance Policy:

Attendance is an essential requirement of this course and is the responsibility of the student. Class begins promptly and students are expected to be present at the beginning and at the end of each class session to receive full credit for attendance. Students are responsible for all class work and assignments. Inform the instructor if you have to be absent.

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High ethical Standards are essential for maintaining credibility. Every course at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism collusion and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations).

### Student Support Services:

For assistance, tutoring services and other student support resources please visit the website <http://www.uaf.edu/catalog/current/academics/regs1.html>.

### Required Readings/Texts/Software

The readings for this course are meant to be as current as possible. Therefore instead of a text book we will utilize research based Journal articles. This allows us to review and analyze some of the most current research regarding our work. These articles are available through the UAF Rasmuson Library or you may email me for the pdf versions of the readings.

### Required Readings:

Rhodes, T. L. (2011). Making Learning Visible and Meaningful Through Electronic Portfolios. *Change*, 43(1), 6-13. doi:10.1080/00091383.2011.538636

Shepherd, C., & Skrabut, S. (2011). Rethinking Electronic Portfolios to Promote Sustainability among Teachers. *Techtrends: Linking Research & Practice To Improve Learning*, 55(5), 31-38. doi:10.1007/s11528-011-0525-5

Ayan, D., & Seferoğlu, G. (2011). Using electronic portfolios to promote reflective thinking in language teacher education. *Educational Studies (03055698)*, 37(5), 513-521. doi:10.1080/03055698.2010.539782

Torras, M. Eulalia, and Rosa Mayordomo. 2011. "Teaching presence and regulation in an electronic portfolio." *Computers In Human Behavior* 27, no. 6: 2284-2291

#### Recommended Reading:

Campbell, T., Shaing Kwei, W., Hui-Yin, H., Duffy, A., & Wolf, P. (2010). Learning with web tools, simulations, and other technologies in science classrooms. *Journal of Science Education & Technology*, 19(5), 505-511. doi:10.1007/s10956-010-9217-8.

#### Grading:

Grading follows UAF academic regulations which can be found at <http://www.uaf.edu/catalog/current/academics/regs1.html>

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3 (15%)	View "Denali One-to-One" or read the blog "One Transformed Classroom." Be prepared to discuss the content during the second class meeting.  Assume you are entering a classroom in which each student has a laptop or tablet. Write a paper describing three potential opportunities and three potential challenges and how you would deal with each.	

4 (30%)	Research the use of educational technology in one or more settings in Alaska and/or other states. Develop an on-line presentation of your research viewable by peers.																			
5 (30%)	Post four of the following five class assignments and write a reflection for each. Submit the portfolio to the instructor and your UAF supervisor for feedback.																			
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