

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

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

1. ACTION DESIRED
(CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

This course is use in a teacher licensue program where students have the option to complete the licensure at an undergraduate level, or apply as a masters and complete the program at the graduate level

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? ☐ If yes, Course #
YES/NO Dept:
(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED? If yes, Course #
YES/NO Dept:

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.

6. FREQUENCY OF OFFERING:
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING
(AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

8. 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. 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)

Mode of delivery
(specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

2

LECTURE

LAB

PRACTICUM

hours/weeks

hours /week

hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

EDSC F443 Technology Applications in Education II

2 Credits

Offered Spring

The course is designed to increase participants' use of technology tools to create and implement instructional material in a variety of media to support and assess learning. Participants will develop an 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. Admission to the internship year, successful completion of EDSC 442 or permission of instructor. Stacked with EDSC F643. (2+0)

EDSC F643 Technology Applications in Education II

2 Credits

Offered Spring

The course is designed to increase participants' use of technology tools to create and implement instructional material in a variety of media to support and assess learning. Participants will develop an 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. Admission to the internship year, successful completion of EDSC 642 or permission of instructor. Stacked with EDSC F443. (2+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6

W = Writing Intensive,
Format 7

Natural Science,
Format 8

11.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

X

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

X

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 for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

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

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

☒

PASS/FAIL:

☐

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Admission into the internship year and successful completion of EDSC 442/642

These will be required before the 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!

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

no

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

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

No Impact anticipated.

19. 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

☒

Yes

☐

No impact anticipated.

20. 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

21. 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. The change is splitting what used to be a 3 credit course into two courses over a two semester sequence, rather than all in one semester.

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 selfexplanatory. Use as much space as needed to fully justify the proposed course.

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 new course (and the change to the initial course 442/642), creates the division of the old three credit course, formalizing the current instructional model.

As per attached.

APPROVALS: Add additional signature lines as needed.

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

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

	Date	
Signature of Provost (if above level of approved programs)		

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		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

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

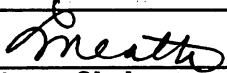
No impacts on other departments or courses

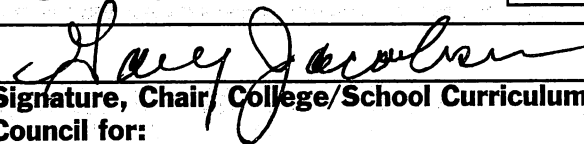
JUSTIFICATION FOR ACTION REQUESTED

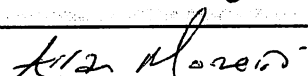
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. 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 division of the course seeks to formalize the current instructional model.

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


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


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


Signature, Dean, College/School of: **Allan Morotti, Dean, School of Education** Date **9-26-12**
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 443 (stacked 643)

EDSC 443
Technology Applications in Education II
2 credits
Spring 2014

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
Office Hours: Tues, Thurs 10 am – 1 pm

Course Description:

The course is designed to increase participants' use of technology tools to create and implement instructional material in a variety of media to support and assess learning. Participants will develop an 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 develop participants' competency in educational technology strategies and resources to deliver, enhance and assess learning.

- Participants will demonstrate competency in design and implementation of instructional vehicles utilizing technology in a variety of media.
- Participants will develop a media-rich electronic portfolio utilizing Live Text.

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%)	<p>Create a digital video that is no longer than 3 minutes and tells a complete story. Include a title, narration still photo, music and, of course, video. The topic may be appropriate for use in your portfolio or a “stand-alone.”</p> <p>Post the video on YouTube, paste the video URL into your portfolio and send for review. Paste the video URL onto the Google doc provided.</p> <p>NOTE: A minimum of two videos must be included in your portfolio. One is to show technology being used in a teaching/learning situation and included in Standard 4. The second can be a topic of your choice.</p>	
2 (15%)	<p>Create a Google Site with at least 3 pages and which would be appropriate for use as a classroom communication tool.</p> <p>Paste the site URL into your portfolio and send for review. Paste the URL onto the Google doc provided.</p>	
3 (10%)	<p>Create a short screen video that demonstrates a “how to” computer skill. Include narration that supports the video. Applications like Screenflow, Camtasia or Screen Toaster can be utilized.</p> <p>Post the video on YouTube, paste the video URL into your portfolio and send for review. Paste the video URL onto the Google doc provided.</p>	
4(60%)	<p>Complete the electronic portfolio using LiveText. Peer review with at least one colleague. Send the archived portfolio and copies of the videos (if not posted online) to the instructor. Send for review for this class; reviewers for SOE will be forwarded to individuals when the faculty assignments have been made.</p>	

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
Course Syllabus EDSC 643 (Stacked 443)

Proposed EDSC 643
Technology Applications in Education II
2 credits
Spring 2014

Location: Old University Park Elementary School, Computer Lab
Meeting Time: Tuesday, 5:00 -8:00 pm
Dates TBA
Instructor Info: Don Peterson
email: dtppeterson@alaska.edu
Office Hours: Tues, Thurs 10 am – 1 pm

Course Description:

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. Participants will develop 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 demonstrate competency in design and implementation of instructional vehicles utilizing technology in a variety of media.
- Participants will develop standards-and research-based skills and understandings about educational technology and instructional design.
- Participants will develop a media-rich electronic portfolio utilizing Live Text.

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.

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2 (10%)	<p>Create a Google Site with at least 3 pages and which would be appropriate for use as a classroom communication tool.</p> <p>Paste the site URL into your portfolio and send for review. Paste the URL onto the Google doc provided.</p>	
5(5%)	<p>Create a short screen video that demonstrates a “how to” computer skill. Include narration that supports the video. Applications like Screenflow and Screen Toaster can be utilized.</p> <p>Post the video on YouTube, paste the video URL into your portfolio and send for review. Past the video URL onto the Google doc provided.</p>	
4 (50%)	<p>Complete the electronic portfolio using LiveText. Peer review with at least one colleague. Send the archived portfolio and copies of the videos (if not posted online) to the instructor. Send for review for this class; reviewers for SOE will be forwarded to individuals when the faculty assignments have been made.</p>	
5 (10%)	<p>View three websites that address the efficacy of electronic portfolios. Write a paper explaining your thoughts regarding portfolio preparation. Include arguments supporting either the inclusion or exclusion of a required electronic portfolio.</p>	
6 (15%)	<p>View a course designed for on-line use. Submit an analysis of the course's organization and implementation as an effective on line offering.</p>	

Additional information, resources and rubrics can be found at:

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