

Submit original with signatures + 1 copy + electronic copy to UAF Governance.
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Graduate	College/School	Education
Prepared by	Chris Lott	Phone	474-5453
Email Contact	cllott@alaska.edu	Faculty Contact	Roy Roehl

1. ACTION DESIRED
(CHECK ONE):

Trial Course

New Course

X

2. COURSE IDENTIFICATION:

Dept

ED

Course #

F654

No. of Credits

3

Justify upper/lower division status & number of credits:

Graduate level reading and assignments.

3. PROPOSED COURSE TITLE:

Digital Citizenship, Internet Legal Issues, Digital Copyright and Fair Use

4. To be CROSS LISTED?

YES/NO

No

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED?

YES/NO

No

If yes, Dept:

Course #

6. FREQUENCY OF OFFERING:

As demand warrants

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

2011-12 academic year (Summer 2011)

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

XX

6 weeks to full semester

OTHER FORMAT (specify)

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

Web Based

9. CONTACT HOURS PER WEEK:

LECTURE hours/weeks

LAB hours /week

PRACTICUM 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/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

3 hours per week, web based

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ED F654

Digital Citizenship, Internet Legal Issues, Digital Copyright and Fair Use

3 credits

As Demand Warrants

An examination of critical elements of digital citizenship, a survey of contemporary legal issues, and an exploration of copyright, fair use, and intellectual property relevant to educators and instructional designers.

Prerequisite: Admission to the Master of Education in Technology Innovation or permission of instructor.(3+0)

11. 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 ☐ 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 ☐

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 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.

LETTER: ☒ X PASS/FAIL: ☐

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES Admission to the Master of Education in Technology Innovation or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

None

16. PROPOSED COURSE FEES

None

Has a memo been submitted through your dean to the Provost & VCAS 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.

Minimal impact as this is an asynchronous course cosponsored with the Center for Distance Education

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 ☒ X

Students will utilize Academic Search Premier

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)

School of Education will be able to offer a web based, asynchronous Master of Education with emphasis in education technology. (M. Ed. in Instructional Technology Innovation)

21. POSITIVE AND NEGATIVE IMPACTS

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

Positive: Master of Education in Instructional Technology Innovation (MITI) will address stated desire from teachers and other community members for a web based M. Ed. with an education technology emphasis

Negative: None anticipated

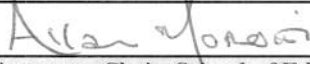
JUSTIFICATION FOR ACTION REQUESTED

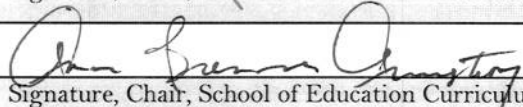
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

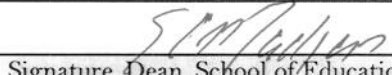
"Digital Citizenship, Internet Legal Issues, Digital Copyright and Fair Use" is one of 8 newly proposed courses that will make up the Master of Education in Instructional Technology Innovation. This entire degree will be available through asynchronous web based delivery. The targeted audience for this course and the degree program includes teachers, IT specialists in school districts, and instructional designers in an education or business setting.

This course provides students with an understanding of common elements of digital citizenship models. From this vantage point, students undertake a survey of contemporary legal issues important to educators, with an emphasis on digital rights and technology legislation. Finally, students learn how copyright law and the provisions of Fair Use, including the DMCA and TEACH Act, effect and inform educational practice. All students will interact with multiple learning communities and build/strengthen their personal learning environments through collection of resources, public reflection and engagement, and creation of curriculum and professional materials.

APPROVALS:


Signature, Chair, School of Education Graduate Program, Allan Morotti Date 1/10/2011


Signature, Chair, School of Education Curriculum Council, Anne Armstrong Date 1.14.2011


Signature, Dean, School of Education, Eric Madsen Date 1/14/11

Signature of Provost (if applicable) Date

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

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date

ED 654: Digital Citizenship, Internet Legal Issues, Digital Copyright and Fair Use

3 Credits

Instructional Designer: Chris Lott

Phone: 907-479-4770

Email: chris.lott@alaska.edu

Office Hours: By appointment

Prerequisites

Students must either be admitted to the Master of Education in Instructional Technology Innovation program or obtain instructor permission to enroll in this course. Instructor approval for MITI program courses is based on equivalent class work or work performance demonstration.

Catalog Description

An examination of critical elements of digital citizenship, a survey of contemporary legal issues, and an exploration of copyright, fair use, and intellectual property relevant to educators and instructional designers.

Instructional Methods

This is an online course that will be taught using a variety of teaching methods web content delivery and discussion, blogging, Twitter. Internet research, reading assignments, student presentations, debates, and dialogues.

Course Goals

This course provides students with an understanding of common elements of digital citizenship models. From this vantage point, students undertake a survey of contemporary legal issues important to educators, with an emphasis on digital rights and technology legislation. Finally, students learn how copyright law and the provisions of Fair Use, including the DMCA and TEACH Act, effect and inform educational practice.

All students will interact with multiple learning communities and build/strengthen their personal learning environments through collection of resources, public reflection and engagement, and creation of curriculum and professional materials.

Alignment with School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- increase the number of qualified educators for Alaska's schools
- enhance the professional skills of Alaska's K-12 educators
- develop and support ongoing systemic educational collaborations with Alaska schools and communities
- conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all

Course Outline

Module 1: Digital Citizenship & Identity

- Etiquette & Communication
- Online Safety/Security/Privacy
- Digital Literacy, Information Fluency (inc. Digital/Participatory Divide)
- Participation, Engagement, and Activism
- Productivity (and Health/Wellness)
- Sharing, Reputation, & the Attention Economy

Module 2: Internet Legal Issues

- Digital Law & Digital Ethics
- CIPA and COPPA
- Digital Rights: Speech Acts (inc. freedom of speech, censorship, slander)
- Net Neutrality
- Bullying, Harassment, Trolling

Module 3: Digital Copyright & Fair Use

- Copyright: Analog & Digital (inc DMCA)
- Fair Use: Analog & Digital
- Educators & the TEACH Act
- Creative Commons and Other Alternatives
- Remixing, Mashups, & Emerging Forms

Student Learning Outcomes

Based on an examination of current literature on digital citizenship, students will:

- reflect publicly on critical elements of digital citizenship as they have experienced them
- develop a personalized digital citizenship model that informs their own practice
- illustrate the concept of the 'virtuous circle' through their own practice contributing to a community of learners
- create and participate in role-playing scenario exercises exploring problems of security, engagement, and privacy
- work through the Information Fluency Learning Assessment Cycle model with a sample unit of their own curriculum

Based on a survey of contemporary legal issues (currently including speech acts, net neutrality, and privacy/security), students will:

- reflect publicly on selected legal issues and how they effect their own practice
- prepare materials for, and participate in, an online debate with a peer on a currently or recently-decided issue
- publish a brief for other educators or instructional designers on their selected issue
- write a sample Privacy and Security guidelines document for an identified student population and/or course

Based on an exploration of intellectual property including Copyright legislation, Fair Use provisions, and the mechanisms of alternative licenses, students will:

- create and share scenarios demonstrating both Fair and Infringing use of Copyrighted materials in an educational setting
- share a selection of material developed as part of this course using an alternative licensing method with an explanation for why that method was chosen
- document what their institution (or an institution they would like to work with) would need to do to become TEACH Act compliant
- produce a remix or mashup resource using existing materials, with documented sources and an accompanying Fair Use justification

Course Readings/Materials

Examples: given semester selection TBD due to changes in field and to include online text of legislation studied in the course such as Copyright Act(s), TEACH, CIPA, COPPA, and DMCA.

- Benkler, Yochai. (2008). *The Wealth of Networks: How Social Production Transforms Markets & Freedom*. Retrieved from: <http://yupnet.org/benkler/>.
- Lessig, Larry. (2004). *Free Culture*. Retrieved from <http://www.free-culture.cc/freeculture.pdf>
- Lethem, Jonathan. (2007). "The Ecstasy of Influence: a Plagiarism." *Harper's Magazine*. Retrieved from <http://harpers.org/archive/2007/02/0081387>
- Litman, Jessica. (2006). *Digital Copyright*. Retrieved from <http://deepblue.lib.umich.edu/bitstream/2027.42/56221/2/Digital%20Copyright.pdf>.
- Longford, Graham. (2005). "Pedagogies of Digital Citizenship and the Politics of Code." *Techné: Research in Philosophy and Technology*, v9 n1. Retrieved from <http://scholar.lib.vt.edu/ejournals/SPT/v9n1/longford.html>.
- Ribble, Mike & Bailey, Gerald. (2007). *Digital Citizenship in Schools*. International Society for Technology in Education/ISTE.
- Schultz, Mark F. (2006). "Copynorms: Copyright and Social Norms." Retrieved from http://works.bepress.com/mark_schultz/1/
- Stanford University Libraries. (2009). "What is Fair Use?" Retrieved from: <http://fairuse.stanford.edu/CopyrightandFairUseOverview/chapter9/index.html>
- Zittrain, Jonathan. (2009). *The Future of the Internet (and How to Stop It)*. Retrieved from <http://yupnet.org/zittrain/>.

Course Policies

Participation

Students are expected to participate in all class discussions, debates, dialogues readings, and network activities. Participation is a major factor in determination of the final grade.

Assignment Due Dates

This is a community based class with assignment and activity deadlines. Late assignments will be penalized at 5% per day unless an excused exception has been arranged with the instructor.

Grading & Assessment

Overall grade is based on the following:

- 15% - Participation (Discussion, Dialogue, Debates)
- 15% - Blogging, Microblogging, and Reflection Activities
- 50% - Seven Writing and Project Assignments

- 20% - Research project: selected contemporary legal issue

Rubrics will be provided for writing activities.

Grading scale:

- A 90 - 100%
- B 80 - 89%
- C 70 - 79%
- D 60 - 69%
- F 59% and below

Writing Standards

Citations and references should adhere to the American Psychological Association Formatting and Style Guide 6th Edition. Additionally, blog, discussion, debate, and dialogue submissions (but not necessarily tweets and comments) will be evaluated for proper spelling and grammatical usage.

Plagiarism and Academic Honesty

Plagiarism is using what another person has developed as your own words or thoughts. Plagiarism is never acceptable. UAF requires students to conduct themselves honestly and responsibly and to respect the rights of others. Cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action and sanctions. The UAF Student Code of Conduct is adhered to in this course.

Support Services

Writing support services are available to UAF students through the Writing Center, located in 801 Gruening, 474-5314, online at: <http://www.alaska.edu/english/studentresources/writing/>. You are encouraged to use this resource to meet writing expectations.

Technology support services are available through the OIT Support Center, 450-8300 (Toll Free: 800-478-8226), online at: <http://www.alaska.edu/oit/sc/about/contact.xml>, and via email to helpdesk@alaska.edu.

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 (203 WHIT, 907-474-7043) 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 (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the Office of Disability Services on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu.

Technology Requirements

This is an asynchronous online course that will utilize several multimedia technologies. Consistent Internet access and a computer with the ability to access online multimedia (audio, video, Flash) will be required.

Students are expected to be active participants in online exchanges with MITI cohorts and with other colleagues and mentors through their personal learning environment.

Students will be expected to have the most current versions of their web browser and several applications that will be used in this course, including QuickTime, Flash, iTunes and Java.