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

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:
Department: Graduate
Prepared by: Nicole Carlson
Email Contact: necarson2@alaska.edu

College/School: Education
Phone: 474-5453
Faculty Contact: Roy Roehl

1. ACTION DESIRED
(CHECK ONE):
Trial Course [ ]
New Course [X]

2. COURSE IDENTIFICATION:
Dept: ED
Course #: F676
No. of Credits: 3

Justify upper/lower division status & number of credits:
Graduate level reading and assignments.

3. PROPOSED COURSE TITLE:
Supporting Learning in Diverse Systems

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

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/week [ ]
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/ualgow/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 F676 Supporting Learning In Diverse Systems
3 credits As Demand Warrants
Provides students with the skills necessary to support student learning in a variety of managed and unmanaged computing environments. Students will explore methods of local and remote support, perform tasks to ensure an optimal managed learning environment for students and teachers, and create documentation for student and teacher use. Students will step through the entire process of taking an idea for improving their learning environment by evaluating, implementing, and instructing use of a solution of their choice.
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.)

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>S = Social Sciences</th>
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</table>

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.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>PASS/FAIL</th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
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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? **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 (kjensen@alaska.edu, 474-6095) 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.

“Supporting Learning in Diverse Systems” is one of eight 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 is one of the courses for the IT specialization although rural educators and corporate instructional designers in a setting without a formal IT department will also find it beneficial.

APPROVALS:

Signature, Chair, School of Education Graduate Program, Allan Morotti

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

Signature, Dean, School of Education, Eric Madsen

Signature of Provost (if applicable)
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
ED 676 Supporting Learning in Diverse Systems
3 Credits
Instructor: TBA
Contacts: Office Phone 907.474.7341
Office Hours: By appointment

Catalog Description
Provides students with the skills necessary to support student learning in a variety of managed and unmanaged computing environments. Students will explore methods of local and remote support, perform tasks to ensure an optimal managed learning environment for students and teachers, and create documentation for student and teacher use. Finally, students will step through the entire process of taking an idea for improving their learning environment by evaluating, implementing, and instructing use of a solution of their choice. (3 credits)

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.

Course Overview
This course will be taught entirely via distance delivery. Blackboard will be used for posting grades, Elluminate will be used for live sessions with the instructor and peers, your portfolio will be used for posting final versions of assignments, and your blog will be used to solicit and receive feedback.

Students will choose to follow either a Macintosh track or a Windows track based on their existing knowledge and potential future experiences. To be successful in this course, you should have intermediate or better computer skills in your target track. You do not need to have experience in a formal IT role, but you should be comfortable with performing administrative tasks, troubleshooting and solving problems, and have some basic server administration skills.

Students in the course will be able to:

- demonstrate ability to choose which remote assistance solutions are appropriate for a given situation, install, configure, and instruct students on use.
- create images and perform imaging in a managed environment.
- create software packages for deployment locally and remotely, managed and unmanaged.
- create and maintain a secure (yet still usable for your target users) managed environment.
- create, distribute, and execute scripts to automate administrative tasks.
- perform proactive monitoring and maintenance of labs.
- receive requests from users (students, teachers, administrators) for new solutions, evaluate options and design a plan for implementation.

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
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 learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

Required Textbooks:

**Macintosh Track:**
*Apple Training Series - Mac OS X Deployment v.10.6: A Guide to Deploying and Maintaining Mac OS X and Mac OS X Software* by Kevin M. White  
*OR:*  
*Apple Training Series - Mac OS X Deployment v.10.5: A Guide toDeploying and Maintaining Mac OS X and Mac OS X Software* by Kevin M. White

**Windows Track:**
**AND**  
*Creating the Secure Managed Desktop: Using Group Policy, SoftGrid, Microsoft Deployment Toolkit, and Other Management Tools* by Jeremy Moskowitz  
**AND:**  
*Microsoft System Center Enterprise Suite Unleashed* by Chris Amaris and others

All books are available for free for online use through Safari Tech Online access which is available to all UAF students, but on a limited basis (only 4 concurrent users). For the Windows track in particular, I would recommend taking a look at all of the books and buying the one that you find the most useful, and using the others online.

Note: There will also be assigned articles and additional readings throughout the semester.

**Evaluation Policy:**
Grading of assignments will be based on a 5-point rubric with 0-4 points available. There are 7 assignments for a possible total of 28 points. The final assignment will be worth 0-8 points.

The following grading scale applies:

- 36 points: A  
- 32-35 points: B  
- 25-31 points: C  
- 21-24 points: D  
- Below 21 points: F

When you submit an assignment, you have essentially begun a conversation with the instructor. That conversation ends when you are satisfied with the evaluation. The instructor will review and comment on each assignment and you are free to revise and resubmit as often as needed. Most assignments will also undergo a peer review process before they are included in your portfolio.

**Writing Standards**
Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide. Additionally, all of your blog and portfolio submissions (but not necessarily your tweets and comment) 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. The primary objective for the course is to develop and practice skills in supporting managed and unmanaged technological environments for student learning. Students will work on a variety of assignments which will be incorporated in to a large final project that will demonstrate their ability to implement a realistic scenario.

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 (CRCD) 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, fyds@uaf.edu.

Student Services

The Division of Student Services provides student-centered programs and services designed to assist students in achieving their personal, academic and career goals. In collaboration with the academic deans, we lead the university in recruiting a diverse student body. With the use of ongoing assessment we support and develop programs and communities that contribute to the retention, success and leadership development of students. Go to http://www.uaf.edu/ses/ to learn more.

Course Calendar and Assignments:

Week 1 & 2:
Read:
Chapter 2.4 in Take Control of Screen Sharing in Snow Leopard by Glenn Fleishman (has information for both Mac and Windows) and relevant chapter (Skype, VNC, etc) to most appropriate solution for your environment from same book.
Blog about which remote support solution you would prefer, focusing on advantages of it, difficulties you may encounter and potential solutions to them, and comment on another student's blog.
Hold remote support session with instructor and use screen sharing to accurately diagnose common problem.

Week 3 & 4:
Read:
Macintosh track: Chapter 4 and Chapter 5 from Mac OS X Deployment 10.6 or Chapter 4, 5, and 6 from Mac OS X Deployment 10.5
Windows track: Chapter 4 from Microsoft System Center Enterprise Suite Unleashed and Chapter 1 from Creating the Secure Managed Desktop
Blog about advantages and disadvantages to using local vs. remote imaging and considerations for both, and comment on another student's blog.
Step through process of creating and deploying local system image. Blog about your experience, noting things that worked/did not work as expected, and comment on another student's blog.
Week 5 & 6:
Read:
  Macintosh track: Chapter 3 from *Mac OS X Deployment 10.5* or *Mac OS X Deployment 10.6*
  Windows track: Chapter 11 from *Group Policy Fundamentals*
Blog about situations in which a modified installer package would be beneficial in your environment, noting advantages and disadvantages for deployment of modified installer packages vs. using MCX/Group Policies. Comment on another student’s blog.
Create an installer package that is modified from the original source (for example, a network application that includes a preference file that has site-specific connection information). Successfully deploy package and test for modification.

Week 7 & 8:
Read:
  Macintosh track: Chapter 2 and Chapter 3 from *Foundations of Mac OS X Leopard Security*
  Windows track: Chapter 8 from *Creating the Secure Managed Desktop*
Blog about balancing security and usability in your environment (for example, allowing an exemption in the password length/complexity policies for K-5 students). Comment on another student’s blog.
Demonstrate knowledge of security best practices for a managed computer by designing an ideal security environment for your managed computers/devices, focusing on client policies (not server/firewall security). After review/revision, publish to your portfolio as "Best Practices for Security in my Learning Environment".

Week 9 & 10:
Read:
  Macintosh track:
    Required: Chapter 6 and Chapter 7.6 (Automating System Maintenance Scripts) from *Mac OS X Deployment 10.6* or Chapter 6 and Chapter 7.2.4 from *Mac OS X Deployment 10.5*
    Supplemental: Chapter 18.1, 18.2, and 22 from *Learn Mac OS X Snow Leopard*
  Windows track: Chapter 12 and Bonus Chapter 1 from *Group Policy Fundamentals*
Blog about methods in which scripting could be used to assist the administrator and the users. Comment on another student’s blog.
Create a script that automates an administrative task (for example, a script that empties the trash upon user logout, or performs software updates on Tuesday evenings), and a script that automates a user process (for example, a user-installable script that opens a specific web browser and automatically navigates to a specific URL which includes the username) and demonstrate the steps to schedule/assign.

Week 11 & 12:
Read:
  Macintosh track: Remainder of Chapter 7 from *Mac OS X Deployment 10.6* or *Mac OS X Deployment 10.5*
  Windows track: Chapter 8 from *Microsoft System Center Enterprise Suite Unleashed*
Demonstrate knowledge of proactive monitoring practices by testing and implementing a solution that you would find beneficial.
Blog about method of proactive monitoring that you implemented, focusing on strengths and drawbacks of that solution. Comment on another student’s blog.

Week 13 & 14:
Read: *A Practical Process for Reviewing and Selecting Educational Software*
Choose your topic for Capstone assignment. Identify and evaluate potential solutions. Blog about the process used to identify potential solutions (for example, contacting vendors, looking at similar environments with a solution already in place) and challenges encountered. Comment on another student’s blog.

Week 15 & 16/Capstone Assignment:
Students should be working on all previous assignments with this capstone assignment in mind. If you do not have a potential problem/solution to focus your assignments on, you should consider contacting service groups in your area (Kiwanis, Boys & Girls Club, etc) and find out if they are facing any potential problems for you to tackle.
If you cannot find one, a problem will be posed by the instructor that is most relevant to your potential area of focus: K-12, higher education, corporate, or non-profit and track. Your administrator would like students to have the ability
to have an (x). Identify potential solutions that may already exist in your environment (for example, if you already have a product that may partially meet the need) as well as outside solutions.

Create an evaluation of potential solutions in an easy (for non-technical people) to understand (for example, a table with Benefits and Drawbacks identified for each potential solution). Test potential solution with supported clients (for example, will mobile phone browsers be supported? Will Windows XP or Mac OS X 10.4 [vintage software] still be in common use in your environment?)

After reaching a decision, identify any requirements that may need to be met (for example, does hardware have to be purchased? does a server need an OS upgrade?) before deployment can begin. Identify any impacts to security (for example, do ports in the firewall have to be opened, or does the client software require administrator rights to be run?) and make a plan to address these (for example, open those ports only for a specified range of IP addresses or test solution as Power User).

If appropriate, create installer packages for software that must be installed on the client machines. Automate a method for distributing ease-of-use tools to client machines (for example, if solution is web-based, create a shortcut to the website and deploy it to student desktops). State policy on system monitoring. Create end-user documentation on beginning to use solution (demonstrating your ease-of-use tool). After revision/review, publish to your portfolio as "Learning Software Selection from A-Z". Blog about the experience and comment on another student’s blog.