**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Secondary Education</th>
<th>College/School</th>
<th>School of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Donald Peterson/ Karen Eiler</td>
<td>Phone</td>
<td>474-6180</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:dtpeterson@alaska.edu">dtpeterson@alaska.edu</a>/kjeiler@alaska.edu</td>
<td>Faculty Contact</td>
<td>Donald Peterson</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
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<tbody>
<tr>
<td>EDSC</td>
<td>442/642</td>
<td>3</td>
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</tbody>
</table>

**COURSE TITLE**

Technology Applications in Education

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

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TITLE</th>
<th>FREQUENCY OF OFFERING</th>
<th>X</th>
</tr>
</thead>
</table>

*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
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 [ ] NO [X] [ ]

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

O = Oral Intensive,
*Format 6 also submitted
W = Writing Intensive,
*Format 7 submitted
Natural Science,
*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 [X] NO [ ]

5. 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 [ ]

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 Aboriginal Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
Case study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nationstate systems. Seven Aboriginal situations Multiple countries and specific policy developmentexamined 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
2 Credits
Offered SpringFall

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
2 Credits
Offered SpringFall

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 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+1+0)
**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.

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

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Larry Meath, Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
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<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
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<tr>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Signature, Dean, College/School of: Allan Morotti, Dean, School of Education</th>
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<td>Date</td>
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Offerings above the level of approved programs must be approved in advance by the Provost:

<table>
<thead>
<tr>
<th>Signature of Provost (if applicable)</th>
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<tr>
<td>Date</td>
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

<table>
<thead>
<tr>
<th>Signature, Chair Faculty Senate Review Committee: ____Curriculum Review ____GAAC ____Core Review ____SADAC</th>
<th></th>
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<tbody>
<tr>
<td>Date</td>
<td></td>
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</table>
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 9/24/12

Signature, Chair, College/School Curriculum Council for: Allan Morotti, Dean, School of Education

Date 9/25/12

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.

Signature, Chair

Date

Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC
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
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 (CRCD) 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 on 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

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<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<td>B</td>
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<td>C</td>
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<tr>
<td>D</td>
<td>69-60</td>
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Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (15%)</td>
<td>Create an electronic portfolio utilizing LiveText. Post an appropriate photo and create an introduction. Submit the portfolio to the instructor for review.</td>
<td></td>
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<tr>
<td>2 (25%)</td>
<td>Manipulate 3 photos (may be the same photo or different photos) for print, monitor display and web publication.</td>
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<td></td>
<td>Create an online photo album (Flikr, Picasa, etc.) with a specific theme (this is my classroom, here's a class project we did, here's my community, etc.).</td>
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<td></td>
<td>Paste the album URL into your portfolio and send for review. Paste the album URL onto the Google doc provided.</td>
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<tr>
<td>3 (30%)</td>
<td>View &quot;Denali One-to-One&quot; or read the blog &quot;One Transformed Classroom.&quot; Be prepared to discuss the content during the second class meeting.</td>
<td></td>
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<td></td>
<td>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.</td>
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<tr>
<td>4 (30%)</td>
<td>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.</td>
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<thead>
<tr>
<th>Assignment</th>
<th>Class</th>
<th>EDSC 471</th>
<th>EDSC 402</th>
<th>EDSC 458/658</th>
<th>Content Methods</th>
<th>Two</th>
<th>Two</th>
<th>Three</th>
<th>Six</th>
<th>Eight</th>
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<tr>
<td>Differentiated Lesson</td>
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<tr>
<td>Place-Based Lesson</td>
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<tr>
<td>Comprehensive Management Plan</td>
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<td>Education Research Paper</td>
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Additional information, resources and rubrics can be found at:

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


Recommended Reading:


Grading:

Grading follows UAF academic regulations which can be found at [http://www.uaf.edu/catalog/current/academics/regs1.html](http://www.uaf.edu/catalog/current/academics/regs1.html)

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<td>Manipulate 3 photos (may be the same photo or different photos) for print, monitor display and web publication. 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.). Paste the album URL into your portfolio and send for review. Paste the album URL onto the Google doc provided.</td>
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<td>View &quot;Denali One-to-One&quot; 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.</td>
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</table>
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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Class</th>
<th>AK Standard</th>
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<tbody>
<tr>
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<td>EDSC 471</td>
<td>Two</td>
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