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	Education	**College/School**	School of Education
Prepared by	Jane Monahan	**Phone**	474-5362
Email Contact	jmmonahan@alaska.edu	**Faculty Contact**	Roy Roehl

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

Dept	ED	Course #	F650	No. of Credits	3

COURSE TITLE	Current Issues in Technology

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

Change Course	X	If Change, indicate below what is changing.		Drop Course	

NUMBER		**TITLE**	X	**DESCRIPTION**	X
PREREQUISITES*	X			**FREQUENCY OF OFFERING**	

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

CREDITS (including credit distribution)		**COURSE CLASSIFICATION**	
ADD A STACKED LEVEL (400/600) Include syllabi.		Dept.		Course #	

How will the two course levels differ from each other? How will each be taught at the appropriate level?:	

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.

ADD NEW CROSS-LISTING		Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)				

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	X	6 weeks to full semester
OTHER FORMAT (specify all that apply)												
Mode of delivery (specify lecture, field trips, labs, etc.)												

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core?		YES		NO	

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		X = Baccalaureate Core	

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

Example of a <u>complete</u> *description:*

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

ED F650 Current ~~Issues~~ <u>Topics</u> in Educational Technology<u>: Innovative Instruction and Leadership</u>

3 Credits
Offered Fall As Demand Warrants

~~The primary objective for the course is to develop a higher level of awareness and responsibility regarding student's digital presence in an ever-evolving technological landscape. Students will study a series of social, professional, personal and research technology-based topics while developing connections between these current events, issues and emerging technologies. Students will then evaluate their social, personal and professional presence in these technologies while seeking to extrapolate the possible ramifications of these current issues on their digital footprints. Prerequisites: Admission to the Master of Education program or permission of the instructor. (3+0)~~

<u>This is a content-customized course for students interested in increasing their awareness of the impact of innovative technology in the learning environment. Participants in the class study professional and personal technology based topics relevant to various career fields in education, with an emphasis on current events, emerging technologies and ethical considerations. Readings, research papers, and discussions lead to the development of an instructionally oriented technology proposal that includes an implementation plan and formal presentation. (3+0)</u>

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

ED F650 Current Topics in Educational Technology: Innovative Instruction and Leadership

3 Credits
Offered Fall As Demand Warrants

This is a content-customized course for students interested in increasing their awareness of the impact of innovative technology in the learning environment. Participants in the class study professional and personal technology based topics relevant to various career fields in education, with an emphasis on current events, emerging technologies and ethical considerations. Readings, research papers, and discussions lead to the development of an instructionally oriented technology proposal that includes an implementation plan and formal presentation. (3+0)

8. GRADING SYSTEM: *Specify only one.*

LETTER: X   PASS/FAIL: ☐

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

No impact anticipated on budget, facilities or faculty.

10. 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 | | Course uses online resources.

11. 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)

Master of Education program.

12. POSITIVE AND NEGATIVE IMPACTS
*Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.*

Positive impacts of title and description change: The proposed revision to ED 650 benefits the students in the M. Ed. in Online Innovation and Design. New content covered in the class addresses ISTE standards that were not formally addressed in the program before. The primary change is the inclusion of a culminating technology-oriented proposal. This covers ISTE standards concerning leadership, project presentation, communication, and being part of the decision making process.
Negative impacts: none.

13. 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.
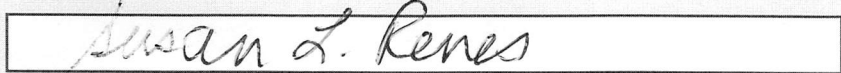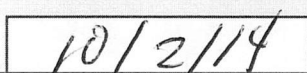
Changes to the ONID program in general were driven largely by an in depth review of student learning outcomes. ONID faculty members are committed to graduating students who possess the body of knowledge and skills recommended by ISTE, the International Society for Technology Education. In a re-alignment of course content to ISTE standards it was determined that ED 650 could be used to meet Standard 5: Engage in Professional Growth and Leadership. The class was revised to allow participants to read research relevant to their professional and personal technology interests. The final project meets the goal of giving students experience with working on a lengthy project from conception to presentation. By making the
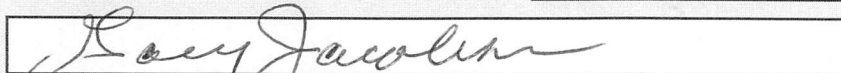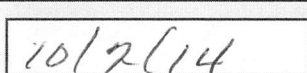
project a technology-oriented proposal, students will experience preparing for a formal presentation such as might be required in the workplace to argue for the purchase new technology equipment or the adoption of a new approach to instruction (as examples). Content removed from the course, specifically readings and papers concerning online presence, is still covered in the ONID program (in ED 431).
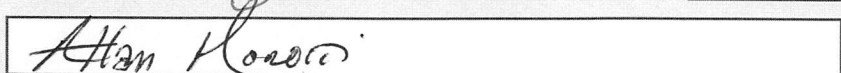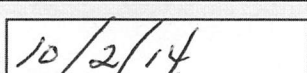
The title more accurately reflects the content of the course. The discussion topics in the class focus on the use of technology in educational settings.

The prerequisite of being admitted to the ONID program was removed to allow greater participation in the class. It is a popular elective for students in other M. Ed. concentrations.
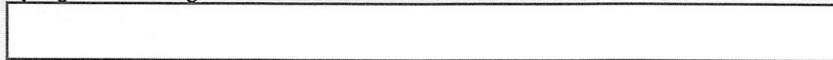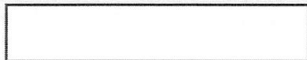
APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Susan L. Renes	Date	10/2/14
Signature, Chair, Program/Department of:	Graduate Education	

Joey Jacobson	Date	10/2/14
Signature, Chair, College/School Curriculum Council for:	School of Education	

Allan Morotti	Date	10/2/14
Signature, Dean, College/School of:	School of Education	

Offerings <u>above the level</u> of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	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

Course Information:
ED 650 Current Topics in Educational Technology: Innovative Instruction and Leadership
3 Credits

Prerequisites: No prerequisites.

Location: Distance delivery, asynchronous, with three - four Blackboard Collaborate sessions (optional but encouraged)

*Instructor Information***:**
Dr. John Monahan
Office Hours: By appointment
Phone: 907-590-0376
Email: jdmonahan@alaska.edu

Required Text:
All of the materials for this course are available online.

Supplemental recommended readings:
These books are not required but will be very helpful throughout your career as a student and researcher.
American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Course Description:
This is a content-customized course for students interested in increasing their awareness of the impact of innovative technology in the learning environment. Participants in the class study professional and personal technology based topics relevant to various career fields in education, with an emphasis on current events, emerging technologies and ethical considerations. The course is required for students in the Master of Education in Online Innovation and Design. It is an appropriate elective course for graduate students in other Master of Education concentrations and may be taken by students in other disciplines. This course requires competency with computer and/or other technology devices (such as an iPad), ability to connect to the Internet, and competency accessing research articles online. The culminating class project involves creating a presentation that can be shared with the class in through technology (i.e. Powerpoint, Keynote, Prezi, etc.)

Catalog Description:
Current Topics in Educational Technology: Innovative Instruction and Leadership
This is a content-customized course for students interested in increasing their awareness of the impact of innovative technology in the learning environment. Participants in the class study professional and personal technology based topics relevant to various career fields in education, with an emphasis on current events, emerging technologies and ethical considerations. Readings, research papers, and discussions lead to the development of an instructionally oriented technology proposal that includes an implementation plan and formal presentation. (3+0)

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. The UAF SOE is particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, the UAF School of Education is 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 learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on International Society for Technology in Education (ISTE) and Alaska teacher standards for technology and instructional design.

Course Goals:
1. Critically review current and emerging technologies for use in educational, professional, personal, and social settings.
2. Read and synthesize research on current technology topics. Write research supported papers.
3. Consider the relationship between technology and culture.
4. Explore the impact of technology in the classroom including: review of the various tools and applications used, discussion about accessibility for all students, and consideration of how education is evolving based on the use of technology in schools and society.
5. Prepare a proposal and presentation for a technology-oriented project to be approved by a (real or hypothetical) governing board, such the administration of a K-12 school, a community agency board, or a business.

Student Learning Outcomes:
Students will be able to:
- Conduct research online.
- Read, synthesize and write about research on current technology topics.
- Write and post succinct and thorough responses to weekly questions concerning the impact of technology on education and society. Support arguments with research where appropriate.
- Post substantive feedback on peer created materials
- Explore and critically review new technology tools and applications.
- Prepare a technology implementation proposal including: a 2 page "supposal", 8 – 10 page research supported proposal, 5 minutes presentation using technology presentation tools.

Instructional methods:
This course is delivered online, asynchronously through Blackboard. Four times during the semester students may join a synchronous class session through Blackboard Collaborate. The purpose of these sessions is to explain assignments in more detail, field student questions, and hold further discussion on blog topics. Synchronous session dates are listed in the course calendar.

Course Calendar:

Date	Activity	Details
Week 1	Setting up the technology needed for the online course.	• Class introductions • UAF account set-up • Confirm technology is up to speed • Weekly discussion posting
	Blackboard Collaborate check-in session one.	Join the Collaborate session by selecting "Course Tools" and "Blackboard Collaborate" in the "Course Management" panel in the column on the left hand side of this page.

Weeks 2 - 15	Weekly blog discussions.	Each week there is a discussion topic posted (accessible through the "Weekly Discussion Topics" link in the Blackboard sidebar control panel.)
	Seven Current Topics in Technology Research papers	You may divide your papers between a) "opinion" articles that are backed up with research and/or b) review of research articles. Read and critically review seven articles focused on your area of inquiry or interest. The objective of this assignment is to become familiar with a selection of current topics in technology in various research journals, by critically reading, analyzing and reviewing the research.
Week 6	Blackboard Collaborate check-in session two	Join the Collaborate session by selecting "Course Tools" and "Blackboard Collaborate" in the "Course Management" panel in the column on the left hand side of this page.
	Two page project "supposal"	Prepare a succinct one - two page project "supposal". Write your idea or proposal in a quick, easy to read, non-threatening format that will get your idea recognized and tentatively approved for consideration.
Week 10	Blackboard Collaborate check-in session three	Join the Collaborate session by selecting "Course Tools" and "Blackboard Collaborate" in the "Course Management" panel in the column on the left hand side of this page.
	Draft 8 – 10 page technology implementation proposal	Prepare a five to ten page proposal that goes into more specific details of the program you would like to see considered. Include in the proposal an; introduction, concise research and/or supporting data, budget implications, pros and potential cons.
Week 15	Blackboard Collaborate check-in session four (if needed)	Join the Collaborate session by selecting "Course Tools" and "Blackboard Collaborate" in the "Course Management" panel in the column on the left hand side of this page.
	Final technology proposal presentation	Design a 5 minute board presentation using technology presentation tools, and then capture the deliver of the presentation, either in real time using video, in a creative video capture format, or with a voice-over format, such as Prezi.

Participation:
Posting to the weekly discussion boards is required. Engagement in discussion with peers in the class is important. Engage and share your reactions to conversations, activities, and posted assignments. Missing one or more of the weekly postings will affect your grade

Academic Honesty:
The University of Alaska Fairbanks policies are in effect in this class. Academic honesty is required of all members of a learning community. Unethical behavior such as plagiarism or using others' work without appropriate acknowledgment in presentations, papers, or other course assignments is not tolerated.

Research must be conducted in a professional manner; this includes the write-up and the inclusion of the proper citations and formatting.

Students who fail to follow academic integrity policies may be given failing grades. Plagiarism has several definitions but simply put it is the appropriation or imitation of the language or ideas of another person and presenting them as one's original work.

When you quote or paraphrase someone else's ideas, opinions, theories, evidence, or research you must give the source credit. Use the American Psychological Association (APA) 6th edition for guidelines.

Evaluation:
Student grades will be based upon the following criteria and assignments.
100% - 90% A
89% - 80% B
79% - 70% C
69% or below is failing.

Posting Assignments:
All discussion assignments should be submitted weekly by noon on Monday of the following week. Current topics research papers (7 total) are due every other week by noon on Monday. Complete half of the assignments by mid-semester and complete all assignments by the 15th week of the course.
Final project due dates are listed in the calendar.

Late Assignments:
Arrangements can be made for "absences/vacations", but in the event that several assignments start to back-up, points will potentially be deducted for assignments turned in late

Resubmitted Assignments:
Points will not be deducted for resubmitted a revised assignment for a better grade.

Summary of Assignments:

Class participation/postings	200 points
Paper on current issues in technology	700 points
Final paper and presentation	500 points
Total points	1,500 points

1. Class participation/ Blog postings: (20%: 300 points)
   You are expected to demonstrate that you have done the readings or given consideration to the topic by contributing appropriately to class discussions. You are expected to contribute to class discussion boards regularly (a discussion comment is provided weekly). You will post questions, responses and/or observations regarding the discussion topic for the other class participants to read and respond to accordingly.
2. Papers on current topics in technology*: (47%; 700 points)
   Research, read and critically review seven research articles focused on your area of inquiry or interest. The objective of this assignment is to become familiar with a selection of current issues in technology in various research journals, by critically reading, analyzing and reviewing the research. Papers should be 2-3 pages in length.
3. Final paper and presentation: (33%; 500 points)

Prepare a proposal and presentation for a technology-oriented project that you desire to be approved by a governing board.

*Suggested topics are provided, but you are encouraged to select topics relevant to you professionally and personally. This will allow you to peruse research articles that may be of use for your future work. Clearly identify the important points of research regarding the selected topic, include a summary section on your view of the impact this topic has in education or society Use primary research articles in printed guides [reviews, indexes, abstracts, journals, etc.] or in database sources [ERIC, Academic Premier, Proquest, etc.]. Your cited sources must come from scholarly journals; two cited sources may be web-based. Include proper citations and adhere to the most current APA formatting and writing conventions.

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.

The UAF eLearning and Distance Education provides student service support for this online course. See their website at: http://distance.uaf.edu
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:
UAF offers many services for students with disabilities. If you require information regarding these services. Their URL is http://www.uaf.edu/apache/disability/ or you give them a call at 474-5655. I will work with Office of Disability Services in providing any reasonable accommodations, please notify me of any such requirements as soon as possible.