Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. __X__New Course or _____Revision of Existing Course

2. **Course prefix and number:** _____EDU 5300_____

3. **Short title:** _Educational Technology_____

4. **Long title:** Educational Technology_____

5. **Hours per week:** ___ Class   ___ Lab   ___ Credit

6. **Terms:** _X_ Fall   _X_ Spring   _X_ Summer   ___ On demand

7. **Initial term**: __X_ Fall   ___ Spring   ___ Summer   Year: _2017___

8. **Catalog course description:**

    This course will provide theoretical and practical applications for utilizing technology within pre-K thru grade12 classroom. Concepts covered will include; 21st century learning; engaging students with technology tools; communications, collaboration, and community; tools to present content and to assess learning; safe and ethical technology procedures; and copyright.

9. **Course attributes:**

    General education component: _____

    ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive
    ___Writing active

10. **Instructional delivery**
    Type of Course:

    __X_ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify:
    _____

    Mode(s) of Delivery:

    ___ Face to Face   __X_ Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face
    instruction_____

11.   Course(s) to be deleted from the catalog once this course is approved. _____

12. Equivalent course(s): _____None_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes ___ No

13. Prerequisite(s): Admission to program_____

    a. Can prerequisite be taken concurrently? ___ Yes __x_ No

    b. Minimum grade required for the prerequisite course(s)? _N/A_

    c. Use Banner coding to enforce prerequisite course(s)? _X__ Yes ___ No

    d. Who may waive prerequisite(s)?

        ___ No one __X__ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): _____

15. Enrollment restrictions

    a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: _____

    b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: _____

16. Repeat status: ___ May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: _X__ Standard ___ CR/NC __ Audit _ ABC/NC

19. Special grading provisions:

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> count in hours toward graduation.

    ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

    ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:
Supplemental Materials or Software_____

    Course Fee ___No ___Yes, Explain if yes_____

21. Community college transfer:

___ A community college course may be judged equivalent.

X__ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

<u>Rationale, Justifications, and Assurances (Part I)</u>

1. ___Course is required for the major(s) of _____

___Course is required for the minor(s) of _____

___Course is required for the certificate program(s) of _____

___ Course is used as an elective

2. Rationale for proposal :

This course covers the competencies outlined by the International Society for Technology in Education outlining what technology skills that effective teachers should possess. Also, the graduate learning goals of: Critical thinking and problem-solving skills and Effective oral and written communication skills.

3. Justifications for (answer N/A if not applicable)

<u>Similarity to other courses</u>: N/A

<u>Prerequisites</u>: Admission to the program

<u>Co-requisites</u>: NA

<u>Enrollment restrictions</u>: NA

<u>Writing active, intensive, centered</u>: NA

4. General education assurances (answer N/A if not applicable)

<u>General education component</u>: N/A

<u>Curriculum</u>: NA

<u>Instruction</u>: NA

<u>Assessment</u>: NA

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

<u>Online or hybrid delivery justification</u>:

This course will allow students to practice the use of technology not only in their classroom, but use it for accessing the knowledge provided in this course. Offering and teaching this

course through an online model allows for increased enrollment from interested students where this model of delivery is not available.

Instruction:

All instructional materials will be available through the university Learning Management System (currently D2L). The system provides students with 24 hour online access to all course files, syllabus, PowerPoint files, web links, course assignment information, group activities and discussions. All faculty who deliver this course online are/will be OCDi (or equivalently) trained.

Integrity:

Students will be asked to sign into the Learning Management System to access the class work and the student must be enrolled in the class in order to participate within the on-line system. The course syllabus includes a statement about academic dishonesty.

Interaction:

The Learning Management System (D2L) will be used for on-line discussions, activities, and communication. Both university email and Learning Management System (D2L) email will be used to communicate with students. The "User Progress" function in the Learning Management System (D2L) will provide the instructor with reports of student learning and progress throughout the course and will allow for instructor-student interaction when necessary.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
2. Catalog description
3. Learning objectives.
4. Course materials.
5. Weekly outline of content.
   Assignments and evaluation, including weights for final course grade.
6. Grading scale.
7. Correlation of learning objectives to assignments and evaluation.

EDU 5300 Educational Technology

Catalog Description:

This course will provide theoretical and practical applications for utilizing technology within the Pre-K through grade 12 school classrooms. Concepts covered will include: 21st century learning; engaging students with technology tools; communications, collaboration, and community; tools to present content and to assess learning; safe and ethical technology procedures; and copyright issues.

Learning Objectives:

Students will be able to:

1. Facilitate and inspire student learning and creativity.

2. Design and develop digital age learning experiences and assessments.

3. Model digital age work and learning.

4. Promote model digital citizenship and responsibility.

5. Engage in professional and leadership

(ISTE standards for Teachers)

Course Materials:

Using Technology with Classroom Instruction that Works. 2nd edition Howard Pitler, ASCD, 2012.

Weekly Outline of Content:

Week 1: Exploring 21st Century Learning

Week 2: Understanding 21st century learners

Week 3: Engaging Learners with technology

Week 4: Connecting learners with technology tools

Week 5: Communication, Collaboration and Community

Week 6: Using the World Wide Web for resources

Week 7: Tools to present content

Week 8: Tools to help you stay organized

Week 9: Tools to Communicate and Collaborate

Week 10: Tools to help you assess learning

Week 11: Using Instructional strategies to achieve 21st century learning standards

Week 12: Safe and ethical technology practices, including copyright

Week 13: Planning content that engages students using technology

Week 14: Introduction to assistive and adaptive technology

Week 15: Presentation of unit that engages the 21st century learning standards

Assignments and evaluation, including weights for final course grade

20% - On-line discussion group participation

10% - Designing of a class lesson that incorporates 21st century learning skills

20% - Developing of an assessment of a technology- based project.

30% - Design a unit plan in content area that utilizes 21st century learning skills and assessment for that unit

20% - Propose a plan for safe and ethical practices in the classroom

Grading scale
A= 93-100%

B= 84-92%

C= 75-83%

D= 66-74%

F= 0-66%

Correlation of learning objectives to assignments and evaluation

Course Learning Objective	On-line activities – 20%	Lesson plan design –	Assessment project- 20%	Unit plan design- 30%	Safe and Ethical practice

		10%			plan- 20%
1. Facilitate and inspire student learning and creativity	X	X		X	
2. Design and develop digital age learning experiences and assessments	X	X	X	X	
3. Model digital age work and learning.	X		X	X	
4. Promote model digital citizenship and responsibility.	X			X	X
5. Engage in professional and leadership	X				X

Correlation of Graduate School Learning Objectives to Assignments and Evaluation

Graduate School Learning Objective	On-line activities – 20%	Lesson plan design – 10%	Assessment project- 20%	Unit plan design- 30%	Safe and Ethical practice plan- 20%
1. Depth of content knowledge	X	X	X	X	X
2. Critical thinking and problem solving skills		X	X	X	X
3. Effective oral and	X	X		X	

written communication skills					
4. Evidence of advanced scholarship through research and/or creative activity		X	X	X	

Date approved by the department or school: March 31, 2017 (EC/ELE/MLE and SED/EDF)
Date approved by the college curriculum committee:
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: