

A. Curricular Items

1. College of Education – Department of Curriculum & Instruction

- (a) Add EDMD 2013: Integrating Instructional Technology, to the course descriptions. The course would be available for high school concurrent students exploring education majors in the 2022 fall term.

B. Curriculum Management Software

Action Item: Curriculum Committee recommendation for the university to select and purchase curriculum management software. The recommendation would be consideration by the Faculty Senate and then move to the IT Prioritization Committee if the Faculty Senate approves. Academic Affairs would assist with securing funding for the software after the bid is finalized and company selected.

All software products reviewed allow the faculty member managing the curriculum or making a proposal to access all the course descriptions in the discipline offering the ability to edit course title, prerequisites, corequisites, course description, etc. The faculty member can edit the program introduction section and matrix for a program. The software products allow the ability to edit the program introduction section and matrix and footnotes for a program. All requested changes are tracked and an agenda for your governance meeting can be produced. There is an approval process available in the software too.

CURRICULUM SOFTWARE MANAGEMENT SYSTEMS

1. Modern Campus – Curriculum Management: Curriculog
<https://moderncampus.com/products/curriculum-management.html>
2. Course Leaf – Curriculum Information Management System
<https://www.courseleaf.com/software/cim/>
3. Course Dog – Curriculum Planning Software
<https://www.coursedog.com/products/curriculum-catalog-management/curriculum-planning-software>
4. curriQunet – Intelligent Curriculum Solutions
<https://curriqunet.com/>



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Curriculum and Instruction	3/8/22

Title	Signature	Date
Department Head Theresa Cullen	<i>Theresa Cullen</i>	3/2/2022
Dean	<i>Linda Bean</i>	4.7.2022
Assessment Christine Austin	<i>Christ Austin</i>	4.7.2022
Registrar	<i>Jammy McCall</i>	4/8/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) EDMD	Course Number: (e.g., 1003) 2013	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Integrating Instructional Technology		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) INTGRATING INSTR TECH		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes No

How many total hours?

Grading: Standard Letter

P/F

Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation

18 Activity Course

19 Seminar

98 Other

Does this course require a fee?

Yes No

How Much?

Select Fee Type

If selected other list fee type:

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
no

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This is in response to a request for CTE college concurrent credit for this course.
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses. Yes all education majors:

1 Demonstrate a sound understanding of the nature and operation of technology systems (ISTE 1, 3, 4, TESS 1, 3, ATS 1, 2, ACEI 1, 3, InTASC 1, 2, 3, AMLE 2, 4)

Design a coherent sequence of learning activities that integrates appropriate use of technology resources that integrates appropriate use of technology resources to enhance student academic

achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (ISTE 2, 3, TESS 1, 3, ATS 3, 4, ACEI 3, 4, InTASC1,2,3, AMLE 1, 2, 4)

Select and apply suitable productivity tools to complete educational and professional tasks (ISTE 1, 3, TESS 1, 3, ATS 5, 6, ACEI 1, 3, InTASC1,2,3, AMLE 1, 2, 4)

2. Provide tool or measure directly linked to each program learning outcome.
(How will student learning in this outcome be measured?)

Students will create lesson plans that utilize technology and create a portfolio of technology examples.

c. What is the rationale for adding this course? What evidence demonstrates this need?
Concurrent education needs this course offered. State mandate requires change to 2000 level for concurrent offering.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.
Not applicable

Course subject EDMD

b. Course number 2013

c. Catalog course title Integrating Instructional Technology

d. Catalog description

1. Arkansas Course Transfer System (ACTS) course number, if applicable -n/a
2. Cross-listing n/a
3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring).
Full year concurrent
4. Prerequisites none
5. Co-requisites none
6. Description

An instructional technology course for pre-service to teachers introducing students to the incorporation of technology into instructional situations. Students will become familiar with classroom computer utilization for instructional and classroom management technology, state and national standards for technology and curriculum areas, and

create lessons centered upon those standards. Note: A field experience is required in this course

7. Notes (e.g., information not in description such as course may be repeated for credit)

None – provided in course.

8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)

Lecture three hours and concurrent

9. Fees (e.g., \$36 art fee).

None

e. Section for Name of instructor, office hours, contact information (telephone, email)

f. Text required for course

None

g. Bibliography (supplemental reading list)

None

h. Justification/rationale for the course

i. Course objectives

1. Demonstrate a sound understanding of the nature and operation of technology systems (ISTE 1, 3, 4, TESS 1, 3, ATS 1, 2, ACEI 1, 3, InTASC1,2,3, AMLE 2, 4)
2. Demonstrate proficiency in the use of common input and output devices; solve routine hardware and software problems; and make informed choices about technology systems, resources and services (ISTE 1, 3, TESS 1, 3, ATS 5, 7, ACEI 1, 4, InTASC1,2,3, AMLE 2, 4)
3. Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning (SITE 1, 3, TESS 1, 3, ATS 3, 5, ACEI 3, 4, InTASC1,2,3, AMLE 2, 4) Organizing theme: Successful and Innovative Professionals
4. Collaborate in constructing technology enhanced models, preparing publications, and producing other creative works using productivity tools (ISTE 2, 3, TESS 1, 3, ATS 5, 7, ACEI 1, 3, InTASC1,2,3, AMLE 1, 2, 4)
5. Use technology to locate, evaluate, and collect information from a variety of sources (ISTE 4, 5, TESS 1, 3, ATS 2, 3, ACEI 1, 4, InTASC1,2,3, AMLE 1, 2, 4)
6. Use technology tools and resources for managing and communicating information. Demonstrate an understanding of the legal, ethical, cultural, and societal issues related to the diverse needs of students (ISTE 3, 4, TESS 1, 3, ATS 3, 4, ACEI 3, 4, InTASC1,2,3, AMLE 1, 2, 4)
7. Design and teach technology enhanced learning activities that connect content standards with student technology standards and meet the diverse needs of learners (ISTE 3, 5, TESS 1, 3, ATS 4, 5, ACEI 3, 4, InTASC1,2,3, AMLE 1, 2, 4)
8. Use technology productivity tools to complete required productivity tools (ISTE 3, 4, TESS 1, 3, ATS 4, 5, ACEI 1, 4, InTASC1,2,3, AMLE 1, 2, 4)
9. Identify technology related legal and ethical issues, including copyright, privacy, and security of technology systems, data and information (ISTE 4, 5, TESS 1, 3, ATS 5, 6, ACEI 3, 4)
10. Design a coherent sequence of learning activities that integrates appropriate use of technology resources that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (ISTE 2, 3, TESS 1, 3, ATS 3, 4, ACEI 3, 4, InTASC1,2,3, AMLE 1, 2, 4)
- 11 Select and apply suitable productivity tools to complete educational and professional tasks (ISTE 1, 3, TESS 1, 3, ATS 5, 6, ACEI 1, 3, InTASC1,2,3, AMLE 1, 2, 4)

- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)

Technology Course

- k. Assessment methods (include grading policy with specific equivalents for A, B, C)

Grading:

90% to 100% of Possible Points A

80% to 89.9% of Possible Points B

70% to 79.9% of Possible Points C

60% to 69.9% of Possible Points D

Below 60 – F

- l. Policy on absences, cheating, plagiarism, etc.

- m. Course content (outline of material to be covered in course).

EDMD 2013 – Integrating Instructional Technology

This introduction to Technology Course is arranged based on the Arkansas Department of Education (ADE) Pre-educator standards for the Arkansas Teacher Residency Model.

An instructional technology course for pre-service to teachers introducing students to the incorporation of technology into instructional situations. Students will become familiar with classroom computer utilization for instructional and classroom management technology, state and national standards for technology and curriculum areas, and create lessons centered upon those standards. Note: A field experience is required in this course

This is a year long course offered for concurrent credit.

1. Demonstrate a sound understanding of the nature and operation of technology systems (ISTE 1, 3, 4, TESS 1, 3, ATS 1, 2, ACEI 1, 3, InTASC1,2,3, AMLE 2, 4)
2. Demonstrate proficiency in the use of common input and output devices; solve routine hardware and software problems; and make informed choices about technology systems, resources and services (ISTE 1, 3, TESS 1, 3, ATS 5, 7, ACEI 1, 4, InTASC1,2,3, AMLE 2, 4)
3. Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning (SITE 1, 3, TESS 1, 3, ATS 3, 5, ACEI 3, 4, InTASC1,2,3, AMLE 2, 4) Organizing theme: Successful and Innovative Professionals
4. Collaborate in constructing technology enhanced models, preparing publications, and producing other creative works using productivity tools (ISTE 2, 3, TESS 1, 3, ATS 5, 7, ACEI 1, 3, InTASC1,2,3, AMLE 1, 2, 4)
5. Use technology to locate, evaluate, and collect information from a variety of sources (ISTE 4, 5, TESS 1, 3, ATS 2, 3, ACEI 1, 4, InTASC1,2,3, AMLE 1, 2, 4)
6. Use technology tools and resources for managing and communicating information. Demonstrate an understanding of the legal, ethical, cultural, and societal issues related to the diverse needs of students (ISTE 3, 4, TESS 1, 3, ATS 3, 4, ACEI 3, 4, InTASC1,2,3, AMLE 1, 2, 4)
7. Design and teach technology enhanced learning activities that connect content standards with student technology standards and meet the diverse needs of learners (ISTE 3, 5, TESS 1, 3, ATS 4, 5, ACEI 3, 4, InTASC1,2,3, AMLE 1, 2, 4)
8. Use technology productivity tools to complete required productivity tools (ISTE 3, 4, TESS 1, 3, ATS 4, 5, ACEI 1, 4, InTASC1,2,3, AMLE 1, 2, 4)
9. Identify technology related legal and ethical issues, including copyright, privacy, and security of technology systems, data and information (ISTE 4, 5, TESS 1, 3, ATS 5, 6, ACEI 3, 4)
10. Design a coherent sequence of learning activities that integrates appropriate use of technology resources that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (ISTE 2, 3, TESS 1, 3, ATS 3, 4, ACEI 3, 4, InTASC1,2,3, AMLE 1, 2, 4)
11. Select and apply suitable productivity tools to complete educational and professional tasks (ISTE 1, 3, TESS 1, 3, ATS 5, 6, ACEI 1, 3, InTASC1,2,3, AMLE 1, 2, 4)

Course Content

Module	Name/Topic	Essential Standards – From the PreEducator Standards
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Semester 1		
Module 1	Collaboration: A Major Reason to Integrate Technology	1.2.1 5.2.3
Module 2	Becoming a Digitally Literate Educator	2.1.1-2.1.4-
Module 3	Using technology to grow as an educator and person	1.1.1-1.1.5
Module 4	Instructional Technology hardware and software	3.1.1-3.2.3
Module 5	Digital learning applications:	3.3.1-3.3.3
Module 6	Ways to design learning activities using technology? (Blended, synchronous, asynchronous etc) Vocabulary etc.	4.1.1-4.1.4
Semester 2		
Module 7	Learning Management Systems	3.4.1-3.4.4
Module 8	Adapting regular lesson to online. Knowing learners: Adapting for all learners? Differentiation: Accessibility and ELL	2.3.1-2.3.3 4.2.1.-4.2.3 6.2.1
Module 9	Designing for engagement	4.3.1 4.3,4 and 4.4.1-4.4.3
Module 10	Assessing using technology - feedback and continuous improvement. Using Data to tell the classroom story	6.1.1-6.1.4 6.2.1-6.2.4
Module 11	Communicating with technology:	5.1.1 -5.1.3

Module 12	Continuing to grow - lifelong learning and PLNs	6.4.1-6.4.4 5.3.1-5.3.3
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Grading:

90% to 100% of Possible Points A
80% to 89.9% of Possible Points B
70% to 79.9% of Possible Points C
60% to 69.9% of Possible Points D
Below 60 – F

Absences

From the student handbook

Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “WN.”

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker. Punctual attendance is vital to your success in the Arkansas Tech University Teacher Education Program. Regardless of your total points earned in this course your lack of attendance, field placement conduct/attendance, and/or overall participation can result in a lower grade. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

For online courses you are expected to login in each week (and I can see reports of your login activity) and for discussions, first post by Thursday midnight and responses by Sunday midnight. Logging in and participating is your form of attendance for an online course.

**If there are extenuating circumstances, please communicate with me as soon as possible the nature of the circumstance (i.e. death in the family, auto accident, etc.). We will need to discuss the situation and make decisions about make-up work for the missed classes.*

University & College Information:

Arkansas Tech University

Vision

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

Mission

- *Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.*

College of Education

Vision

- *The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.*

Mission

- *The Arkansas Tech University College of Education prepares professionals, who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.*

Technological Expectations:

There are ***inherent*** technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard. In addition, students will/may need to post to discussion boards, write online journal entries, and other similar tasks. Students, who are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with the Professor on campus to go over the basics. We will also be using WebEx meetings and WebEx Teams. You will benefit from downloading the apps to your phone or computer. <https://www.webex.com/downloads.html>

Technical Support

Technical support for using Blackboard, WebEx meetings and WebEx Teams is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week

Website: <https://ois.atu.edu/>

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)

Academic Misconduct: Please read the policy and abide in the guidelines.

- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code provides guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

The Code can be found in the Faculty Handbook and in the Student Handbook, and at <https://www.atu.edu/academic-integrity>.

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

PRIVACY & ACCESSIBILITY POLICIES: See the following links:

[Third-Party Privacy and Accessibility Policies](#) or
https://www.atu.edu/etech/privacy_accessibility.php

**The instructor reserves the right to amend this syllabus during the semester. Students will be notified before changes take place.