





Savannah State University
New Programs and Curriculum Committee
Summary Page – Form I

1. **Submitting College:** SOTE
2. **Department(s) Generating The Proposal:** Choose an item.
Choose an item. (if needed)
3. **Proposal Title:** Educational Technology
4. **Course Number(s):** EDUC 2000
5. **Course Title(s):** Educational Technology
6. **Effective Date:** Spring Year: 2014
7. **Brief Summary of Proposal:** This course is an overview of the field of educational technology emphasizing current issues, leadership in technology use planning, and evaluation/synthesis of research. Educational technology encompasses technologies, theories, and models from a wide range of disciplines such as computer science, media production, instructional design, and educational practice
8. **Type of Proposal:** New Course If other, please describe: [Click here to enter text.](#)
9. **Impact on Library Holdings**
 Existing: None
 Additional: None
 Deletions: N/A
10. **Impact on Existing Programs:** None. This course is designed to meet GaPSC Rules for Teacher Preparation and more specifically the technology requirements of all education majors,. The specific rules satisfied by this course are 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS and 505-2-.16 CERTIFICATION BY STATE-APPROVED PROGRAMS .
11. **Additional Resources Required**
 Personnel: Adjunct or Part-time
 Non-personnel: None
12. **Approvals:**
 - Department Curriculum Committee Signature _____ Date _____
 - Department Chair Signature _____ Date _____
 - College Curriculum Committee Signature  Date 9/25/13
 - College Dean Signature  Date 9-23-13
 - Vice President of Academic Affairs Signature _____ Date _____
(Chair of the New Programs and Curriculum Committee)
 - Faculty Senate Signature _____ Date _____



Savannah State University
New Programs and Curriculum Committee
Course Addition Page – Form II

1. **Course Number:** EDUC 2000
2. **Course Title:** Educational Technology
3. **Catalogue Description:** This course is an overview of the field of educational technology emphasizing current issues, leadership in technology use planning, and evaluation/synthesis of research. Educational technology encompasses technologies, theories, and models from a wide range of disciplines such as computer science, media production, instructional design, and educational practice. Instructional technology is largely concerned with the application of electronic technology to the instructional environment and includes applications such as computer-based training, web-based learning, distance learning, and interactive multimedia.
4. **Rationale:** This course is one of the Scope and Sequence of courses needed to satisfy 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS and specific program rule 505-2-.16 CERTIFICATION BY STATE-APPROVED PROGRAMS .
5. **Credit Hours:** 3 Credit Hours
6. **Pre-requisites:** Major with Concentration or Track in Secondary Education
7. **Syllabus:** See Attached
8. **Similarity to or duplication of Existing Courses:** N/A
9. **Textbook selection:** Roblyer, M. D. & Doering, A.H. (2012). Integrating Educational Technology into Teaching (6th Ed.). New York: Pearson Publisher.
10. **Grading:** Grading Scale: A (90-100); B (80-89); C (70-79); F (69 Below)

**EDUC 2000: Educational Technology
Spring Course Savannah State
University School of Teacher
Education**

Course Number: EDUC 2000

Instructor: Instructor's Name

Office: 110 Morgan Hall

Phone: 912.358.4100

e-mail:

Course Title: Educational Technology

Office Hours: To Be Posted

Class Time: M-W – 3:00 – 4:15

Room: Morgan Hall Computer-Lab – Room XXX

Instructors' Education:

Ed.D. Instructor's University

M.Ed. Instructor's University

B.S. Instructor's University

Prerequisite: Major with Concentration or Track in Secondary Education

(See instructor's biography under the faculty menu of Desire2 Learn (D2L) ELearning Course Management System)

Catalog Course Description: This course is an overview of the field of educational technology emphasizing current issues, leadership in technology use planning, and evaluation/synthesis of research. Educational technology encompasses technologies, theories, and models from a wide range of disciplines such as computer science, media production, instructional design, and educational practice. Instructional technology is largely concerned with the application of electronic technology to the instructional environment and includes applications such as computer-based training, web-based learning, distance learning, and interactive multimedia.

Overview

The School of Teacher Education supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, and in education-related businesses in the private sector.

Semester Hours: 3Credit Hours

Text:

Roblyer, M. D. & Doering, A.H. (2012). *Integrating Educational Technology into Teaching* (6th Ed.). New York: Pearson Publisher.

Course Objectives

The overall goal of the School of Teacher Education is to “Prepare Global, Reflective, Professional Educators”. The professional educators will be proficient in the use of technology in teaching and learning. Therefore, the candidates will be able to:

- develop lessons that promote GaPSC and International Society for Technology in Education (ISTE) standards,
- plan classroom activities that use and integrate technology to promote critical thinking, problem solving and creativity,
- design activities that give 6-12 students opportunities to plan their own use of technological resources to fulfill class objectives,
- understand, enforce and model ethical and legal standards of using technology,
- create evaluation plans to document the impact of selected technological resources on student achievement,
- review, evaluate and recommend adoption of available technologies based on clear and appropriate criteria,
- include opportunities for 6-12 students to discuss current societal issues surrounding technology applications and
- use assistive technology to ensure students with special needs are able to utilize technology.

Communication Guidelines

1. **Course Questions--Post to Course Forums:** Please post questions or comments to an appropriate course discussion forum in Desire2Learn (D2L) eLearning platform.
2. **Quick Questions--Gmail Chat:** If you see me online, communicate using Gmail Chat. This is very easy, doesn't entail phone or SMS charges, and is very convenient. Make sure you add your instructor to your contact list (barnettee@savannahstate.edu) at the beginning of the semester.
3. **Urgent Questions--**Please contact your instructor via **Phone: 912-358-4100 (SOTE Office)**
4. **Non-Urgent/Personal Questions--**Send your instructor a message through D2L email. *Tech Help* contact the University's Help Feature.

Mobile Options: Many mobile apps can now enhance and extend your communications options. Here are some apps that are very useful (many of them also have Android options):

- Google+ Mobile
- **Adobe Connect Mobile** (for iPhone, iPod, iPad, and Android devices)
- **Skype** iPhone, iPod, iPad mobile app to make free calls to other Skype users worldwide.

Course Modules

Module 1: Introduction and Background on Integrating Technology in Education

- Educational Technology in Context: The Big Picture
- Theory into Practice: Foundations for Effective Technology Integration

Module 2: Technology Tools for 21st Century Teaching

- Instructional Software for 21st Century Teaching
- Technology Tools for 21st Century Teaching: The Basic Suite
- Technology Tools for 21st Century Teaching: Beyond the Basics
- Hypermedia Tools for 21st Century Teaching

Module 3: Linking to Learn: Technology Tools and Strategies

- Distance Teaching and Learning and the Role Of the Of the Internet
- Developing and Using Web-Based Learning Activities

Module 4: Integrating Technology across the Curriculum

- Teaching and Learning with Technology and Language Arts Instruction
- Teaching and Learning with Technology in Foreign And Second Language Instruction
- Teaching and Learning with Technology in Mathematics And Science Instruction
- Teaching and Learning with Technology in Social Studies Instruction
- Teaching and Learning with Music and Art Instructions
- Teaching and Learning with Physical Education and Health Education
- Teaching and Learning with Special Education

Module 5: Ethics in Educational Technology

- Legal Issues
- State Ethic Rules

Grading Guidelines and Rationale for Self- and Peer-Assessments

This course may be different from what you are accustomed. One of its strengths (and challenges) is that you will be **required to view and rate some of the assignments, using instructor-created rubrics**. Your ratings will be anonymous. However, you should post replies to your classmates' posts providing more information such as missing elements, incorrect grammar, or other issues. In addition, you should comment on what they did very well. The interactive and cooperative discussion forums should strengthen and promote class community, while also providing you with a way to self-assess your progress.

Peer-assessment is not meant to replace instructor grading, but rather to enhance it. Your instructor will review peer feedback/grades and then make the **final determination for your score**. Detailed feedback will be included as needed.

In order to facilitate this process, you will be divided into small groups of five to eight for this class. This will inhibit you from being overwhelmed with grading classmates' work, but will provide enough work to view and compare to your own.

Assignments

Assignment Due Dates: Unless otherwise noted, most assignments are due on Sundays at 11:55 PM. Please contact your instructor if you are unsure of assignment due dates or requirements.

Posting of Assignments: Assignments in this class are organized in smaller "chunks," designed to present information, activities, and assignments in a more compact and achievable format. You are encouraged to visit the course site at least once per day and access the links for the suggested days.

Assignment Submission: All assignments should be submitted on the assigned due dates. Assignments will be submitted in various formats. Each assignment is described in detail, along with a rubric or details.

Late Assignments: Sometimes situations occur that prevent us from working on our assignments on time especially with many of your busy schedules. Please try to submit assignments on time, as late assignments create extra work for your instructor. Also, when working with groups, you should be considerate of other group members and be available early in the week for planning and work distribution. Please make sure you give all group members until the assignment due date to complete their work.

Feedback: Your assignments will be reviewed and grades posted within one to two weeks after the assignment due date. Depending upon the assignment, you will receive feedback and points earned for assignment completion. You will receive an update in your email once an assignment is graded. If you do not have an assigned grade, please contact your instructor.

Evaluation:

Below is the list of assignments for this course and the points assigned for each assignment:

Evaluation Items	Points	Percent of 100
Introduction and Background on Integrating Technology in Education - Test	10	10%
Introduce Yourself Video	5	5%
Instructional Technology Software	5	5%
Technology Tools for 21st Century Teaching - Test	10	10%
Digital Inequality Presentation Assignment	5	5%
Integrating Technology Activity 1	5	5%
Technology Use Planning	5	5%
Linking to Learn: Technology Tools and Strategies - Test	10	10%
Assigned Technological Device Group Activity	5	5%
Integrating Technology across the Curriculum – Test	10	10%
Teaching and Learning in Content Area Assigned Activities	5	5%
Ethics in Educational Technology	5	5%
Capstone Educational Technology Project (Final Exam)	20	20%
Total Points	287	100%

Grading

The grading scale below will be used to determine your final grade:

90 -100 Points =	A
80 -89 Points =	B
70 -79 Points =	C
60 -69 Points =	D
BELOW 60 =	F

Schedule of Course Activities

Course calendar of activities, rubric, syllabus, and related course material are posted in Desire2 Learn (D2L) course management System.

Absence/withdrawal Policy

You are encouraged and expected to attend all classes. Roll will be taken at the beginning of each class. Missed classes count as absences even if you were not yet registered for this class. **YOU ARE RESPONSIBLE FOR ALL MATERIAL COVERED, EVEN IF YOU ARE ABSENT.** You will receive a grade of zero (0) for class participation and journaling on the days you are absent. These points cannot be made up. Please do not contact the School of Teacher Education to report an absence prior to class or to leave a message for me there. Any messages for me should either be emailed to me or left on phone number listed on this syllabus. There are no excused/unexcused absences, the grading policy allows for “infrequent” absences without significant penalty.

If a student does not attend at least one class during the first two weeks, they may be automatically dropped from the class. I am unable to withdraw you during the semester. If you need to do this before the midpoint of the semester, it is up to you to take care of this with the registrar's office.

Tardy Arrival/Early Departure Policy

You are expected to arrive on time for each class and to remain until class is dismissed. Late arrivals (and early departures) disrupt the class and distract me.

Course Amendments

The instructor reserves the right to amend any aspects of the course outline as deemed necessary and useful to the goals of the course as well as the students' progress and success.

Savannah State University Policies

a. Academic Honesty Policy:

Cheating is against school policy. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of another, and may include using other people's ideas without proper attribution and submitting another person's work as one's own.

Violations of the cheating policy will result in a grade of '0' for the assignment in question, and may result in a failing grade for the course at the instructor's discretion. See the Student Conduct Code in the Student Handbook for details and for a review of the appeals procedure. Additional information related to Academic Honesty as it applies to courses taken in the School of Teacher Education may be found on the website at http://www.savannahstate.edu/student-affairs/docs/SSU_Student_Handbook.pdf

b. Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. It is the student's responsibility to notify the instructor and to obtain an accommodation letter so that accommodations can be made for the class.

c. Statement of Non-Discrimination

Savannah State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college.

Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

d. Affirmative Action Statement

Savannah State University is an equal opportunity employer which assures that no person shall, on the grounds of race, creed, color, national origin, sex, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity the institution conducts. Savannah State University complies with all state and federal affirmative action guidelines and criteria in its employment and hiring procedures and practices.

e. Equal Opportunity Statement

Savannah State University is an equal employment opportunity institution. The institution's policy is that all recruiting, hiring, and promotion in all categories will be accomplished without regard to race, creed, color, national origin, sex, sexual orientation, handicap, or age. All personnel policies and employees benefits will be administered in a nondiscriminatory manner. As a part of this policy, an equal employment opportunity/affirmative action office is maintained on campus.

SYLLABUS ACKNOWLEDGEMENT FORM

- I have received a copy of the EDUC 2110 course syllabus in person.
 - I have read and understand the content.

Name _____
(Please print)

Signature _____

Date _____

(You must submit this form to the instructor after the first week of class.)