Instructor:  Dr. Chrissy Cross  
Office:    ECRC,  
Office Phone:  936-468-2908  
Email: crossc1@sfasu.edu  
Credits:  3  
Course Time & Location: Online  
Office Hours:  Online  

I. Course Description: This course examines current research and innovations within the field of educational technology. SACS Assessment: Campus Technology Portfolio

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design and effective classroom management plan for diverse learner centered educational settings. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analysis of contemporary issues in education.

Student Learning Outcomes:
1. The student will be able to evaluate and apply current research in educational technology as a part of developing and administering educational technology in learning driven settings, both inside and outside the school environment.
2. The student will be able to evaluate and apply current innovation in educational technology as a part of developing and administering educational technology in learning driven settings, both inside and outside the school environment.
3. Analyze school technology resources, current research in educational technology and develop an appropriate technology integration plan.

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS:
http://ritten.tea.state.tx.us/rules/tac/chapter149/ch149aa.html

ISTE EDUCATOR STANDARDS
https://www.iste.org/standards/for-educators

ESL STANDARDS:
file:///C:/Users/crosscl/Downloads/FN_TX_ESL.pdf

INTASC STANDARDS

iNACOL STANDARDS FOR TEACHERS
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
1. Individual Technology Instructional Design Project: Students will complete a research based technology based instructional design project. (SLO 1-2)
2. Teaching Presentation: Students will remotely present a research based synopsis of an innovative educational technology (SLO 1-2)
3. Reflective Responses: Students will participate in weekly online discussions and reflections about course topics. (SLO 1-2)

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

V Course Calendar Summer 2021

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Due Date, Time</th>
<th>Points</th>
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<td>Module 1</td>
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<td>Weekly Reflection 1 (Wix)</td>
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<td>Assignment 2- Campus Technology Evaluation (Wix Page)</td>
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<td>Interview (Dropbox)</td>
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<td>Module 5 Innovative Teaching presentation of Campus Technology Portfolio Screencast</td>
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<td>Peer review of Wix pages (Dropbox)</td>
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<td>Course Reflection (Dropbox)</td>
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<td>Summative Assessment (Quiz)</td>
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VI. Readings:
Required text for the course is:

Course readings in D2L

LiveText

Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check you junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance

Attendance is mandatory. This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter. If you get 5 or more absences, you will be dropped from the class with a grade of F.

Students with Disabilities

To obtain disability-related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Teacher Certification
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at https://www.tx.nesinc.com/PageView.aspx?f=GEN_Register.html

YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.
IX. Other Relevant Course Information:

Time Statement Required by the University

This course contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face to face classroom, the time requirement for this course is approximately 3 hours or more per week. Specific tasks are coordinated with the candidates teaching experiences in order to create a comprehensive technology-based assignments showing mastery of a variety of curricular and assessment objectives expected by Texas public schools of novice teachers. Students will create a campus technology portfolio of different types of technology for teachers to use in their content areas based upon cost, availability, cultural responsivity, ease of use, ease of classroom application, research-based efficacy, and practical connection to students. For every hour the student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

References

