Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
LeAnn Wilkie	wilkie@iup.edu
Proposing Department/Unit	Phone
Technology Support and Training	724.357.3003

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**

  __X__ New Course _____Course Prefix Change _____Course Deletion

  _____Course Revision _____Course Number and/or Title Change _____Catalog Description Change

	BTED 370 Technology Applications for Education
Current Course prefix, number and full title	*Proposed course prefix, number and full title, if changing*

2. **Additional Course Designations: check if appropriate**

  _____ This course is also proposed as a Liberal Studies Course. _____ Other: (e.g., Women's Studies,
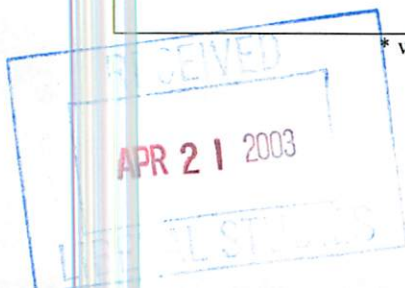 _____ This course is also proposed as an Honors College Course. Pan-African)

3. **Program Proposals** _____Catalog Description Change _____Program Revision

  _____New Degree Program _____Program Title Change _____Other

  _____New Minor Program _____New Track

Current program name	*Proposed program name, if changing*

4. **Approvals** / **Date**

		Date
Department Curriculum Committee Chair(s)	*LeAnn Wilkie*	2-4-03
Department Chair(s)	*Linda Szul*	2-4-03
College Curriculum Committee Chair	*Joette Wisnieski*	2-27-03
College Dean	*Robert Camp*	2/27/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	*Joseph Domaradzi* TECC	3-12-03
	COEET	3-12-03
UWUCC Co-Chairs	*Gail Sechrist*	4/22/03

* where applicable

BTED 370 Technology Applications for Education

3 class hours
0 lab hours
3 credit hours
(3c-0l-3cr)

I. Catalog Description

This course provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. It also includes instruction in the pedagogy of computer applications. The end product of the course will be additions to students' e-portfolios.

II. Course Objectives

Student should be able to:

1. demonstrate knowledge of and perform skills related to advanced computer applications, including spreadsheets, word processing, presentation graphics, and database management.

2. demonstrate knowledge of and apply rules for records management.

3. create and interpret web page coding.

4. apply an understanding of web coding principles to create effective, professional quality we-based instructional materials using business programming tools applied to business problems.

5. create and deliver an inquiry-oriented activity using Internet resources.

6. analyze and discuss teaching/training methods, learning activities and instructional materials related to computer applications.

7. add artifacts and reflective statements to e-portfolio.

III. Course Outline

I.	Advanced Computer Applications		9 hours
	A.	Word processing	
	B.	Spreadsheets	
	C.	Presentation graphics	
	D.	Database management	

E.	Addition to e-portfolios		

Hands-on testing of skills in advanced applications   1 hour

II.   Records Management   4 hours
    A.   Guidelines of Learned Society
    B.   Records management employing database technology
    C.   Addition to e-portfolios

III.   Web Page Coding   7 hours
    A.   Advanced techniques
    B.   Development of style sheet
    C.   Interpretation of tags, headers, and other advanced elements
    D.   Addition to e-portfolios

Exam 1   1 hour

IV.   Web coding Project   5 hours
    A.   Storyboarding and site map structure
    B.   Web project
    C.   Addition to e-portfolios

V.   Inquiry-oriented Activity   5 hours
    A.   Pedagogy related to use
    B.   Evaluation of existing activities
    C.   Development of a topic-specific inquiry-oriented activity
    D.   Addition to e-portfolios

Exam 2   1 hour

VI.   Computer Application Pedagogical Skills   9 hours
    A.   Terminology and concepts in advanced computer applications
    B.   Application of terminology and concepts to classroom instruction
    C.   Demonstration of classroom lesson in advanced applications
    D.   Addition to e-portfolios

Final Activity – During Final Exam Week

IV.   Course Requirements

1.   Attendance: Your attendance and your professional attitude are critical for achieving course goals. You are responsible for knowing all information presented in class and for turning in assignments when due. Advance notice of absences is required. Points missed for in-class activities cannot be made up unless notice and reason for the absence are provided. Missing a test without prior arrangements results in a zero (0) for that test. No

makeup work is available. University guidelines provide for a maximum of three absences.

2. Student participation: Students will be required to create and present a lesson in an advanced computer application to an audience to be determined by the instructor. Additionally, participation in class discussions and completion of other homework are necessary.

3. Assignments: Assignments will include textbook readings, completion of intermediate level application assignments, manipulation of existing databases, interpretation of coding in existing web sites, development of a style sheet using advanced techniques, development of a topic specific inquiry-oriented activity, and addition of artifacts and reflections to e-portfolio. Late assignments will not be accepted.

V. Evaluation Methods

Students will be evaluated on the following:

Tests

Hands-on testing of skills in advanced applications	15%
Exam 1	10%
Exam 2	10%

Projects

Style sheet on advanced web techniques	10%
Inquiry-oriented activity using Internet	10%

Artifacts

Web project	10%
E-portfolio	15%
Lesson (Final Activity)	15%

Participation	5%
Total	100%

The final grade will be determined as follows:

35% Three tests – two tests will consist of multiple choice and short answer questions. The third test will be hands-on testing.

20% Projects – one project will consist of developing a style sheet on advanced web techniques. The second project will consist of evaluating an existing inquiry-oriented activity using Internet resources and developing a new one.

40% Artifacts – one artifact will consist of developing a Web project, one an e-portfolio, and the third will be designing, developing, and delivering a lesson as a final activity, both in written and oral formats, during finals week.

5% Participation – students will be expected to participate in class discussions on topics of importance to technology.

Grading Scale:

90 – 100%	A
80 – 89%	B
70 – 79 %	C
60 – 69%	D
59% and below	F

VI.   Required Texts

Lehnert, W. (2002). *The Web Wizard's Guide to HTML*. Boston, MA: Addison-

Wesley.

Shelly, G. B., Cashman, T. J., Gunter, R. E., & Gunter, G. A. (2002). *Teachers*

discovering computers: Integrating technology in the classroom (2nd ed.).

Boston: Course Technology.

VII.   Bibliography

Alessi, S. M., & Trollip, S. R. (2001). *Multimedia for Learning*. Boston, MA:

Allyn and Bacon.

Castro, E. (2003). *HTML for the World Wide Web* (5th ed.). Berkeley, CA:

Peachpit Press.

Forcier, R. C. (1999). *The Computer as an Educational Tool: Productivity and*

Problem Solving (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Fulton-Calkins, P., & Hanks, J. D. (2000). *Procedures for the Office Professional*

(4th ed.). Cincinnati: Southwestern Educational Publishing.

Roblyer, M. D. (2003). *Integrating Educational Technology into Teaching* (3rd

ed.). Columbus, OH: Merrill Prentice Hall.

Course Analysis Questionnaire

Section A: Details of the Course

A1 This course will serve education majors. Business education majors are now certified in Business, Computers, and Information Technology in grades K through 12. This course will enhance their software skills as well as provide an opportunity to add to their electronic portfolios that are mandated by the National Council on Accrediting Teacher Education (NCATE), the accrediting body for this major, and by the Pennsylvania Department of Education (PDE). This content does not currently exist in any other course and is too extensive to be incorporated into any other course.

A2 This course will not require changes in the content of any other course.

A3 This course has not been offered as a special topic or on any other trial basis.

A4 This course is intended to be listed as dual-level. Approval status is pending at the graduate level.

A5 This course may not be taken for variable credit.

A6 Other higher education institutions do currently offer similar courses. (See Appendix.)

A7 The NCATE Standards are attached to the program revision (See Appendix).

Section B: Interdisciplinary Implications

B1 This course will not be taught by instructors from more than one department.

B2 This content is not offered in any course taught by another department. It will specifically address the needs of education majors. Therefore, no discussions with other departments ensued.

B3 This course will not be cross-listed.

Section C: Implementation

C1 Faculty resources are adequate. Schedules of current faculty will allow for this course to be offered.

C2 Adequate computer laboratory space currently exists at the Eberly College of Business and Information Technology to allow for the teaching of this course. Computers, supplies, and library materials are at an adequate level to allow for this course.

C3 None of the resources are this course are funded by a grant.

C4 This course will be offered once a year.

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C5 It is anticipated that one section of this course will be offered each year.

C6 Approximately 28 students will be accommodated in a section. This number is currently used as a benchmark for computer lab courses taught in the Eberly College of Business and Information Technology. The number is defined by the number of computers that are housed in any ECOBIT lab.

C7 No professional society has recommended enrollment limits or parameters.

C8 This course is not a distance education course.

Section D: Application for Dual Listing as a Graduate Course

Rationale:

Students in the M.Ed. (Business Specialization) can also benefit from learning advanced software and web skills as well as the pedagogy related to both.

1. All students will have the same number of hands-on assignments to ensure that they have mastered the concepts involved and will take the same exams. In addition, graduate students will be expected to complete a research activity related to the use of technology in the classroom.

2. This activity involves analysis and synthesis at a level expected of graduate students. Graduate students will go beyond just learning the advanced software and using the advanced web techniques to relating this knowledge to its use in the classroom and its effect on student achievement.

3. Graduate students will be required to analyze how technology affects students in an environment where the graduates expect to teach. Further, they will analyze how technology affects achievement, both positively and negatively.

4. Technology is being deployed more and more in educational settings. As teachers, graduate students must be aware of available software and of the Web so they can design, develop, and deliver instruction at an optimal level.

5. Having graduate students in this class will enhance the class's undergraduate students learning by the sharing of work experiences and by experiencing the maturity graduate students bring to their education.

6. For hands-on assignments and exams, the same standards will apply. A different standard will only be applied in the requirement and subsequent grading of the research activity of the graduate students.

7. Yes. Graduate students will be doing extra reading in their research and taking a more analytical approach so they should gain a better understanding.

Appendix

Southern Illinois University-Carbondale -- WED 308 Applications of Technology for Workforce Education and Training

University of Wisconsin-Whitewater -- BSEDCNA 348 Microcomputer Applications For The Small Business

University of Southern Mississippi -- BTE 465 / 565 Microcomputer Applications in Business Technology Education

University of Missouri – Columbia -- F345 Business Software Applications and F421 Improvement of Instruction in Using Technology

Business, Computer and Information Technology Education

Certification Area:	Courses that meet requirement:
I. Knowing the Content	
IA Computer and information technology including: - software application - document creation, input, processing, and formatting - telecommunications, networks, electronic formats, and on-line services - business programming applied to business problems - operating systems, environments and utilities - computer hardware and peripherals - touch keyboarding techniques - information system security	
IB Entrepreneurship and international business including: - developing, operating and maintaining a business - applying economic and financial concepts - analyzing the interrelationship between cultures, political and economic policies - international trade, investment and international monetary relations in the global economy	
IC Quantitative skills and accounting including: - computational skills and applications fro analyzing and solving business and consumer problems - generally accepted accounting principles used in the steps of the accounting cycle - preparing, interpreting and analyzing financial statements - planning and control principles to evaluate the performance of an organization - applying differential analysis and value concepts to make informed decisions - methods/techniques for determining payroll and taxes	
ID Management and marketing concepts including:	

- characteristics of the marketing process
- impact of marketing on both the American and Global economic systems
- how consumer behavior refocuses and dictates marketing decisions
- Internet commerce as it relates to the economy
- Basic tenets of management and leadership theories
- Human relations functions

IE Economics, law and personal finance including:
- role of money and government in an economic system and its effect on economic activity and decision making
- consumer economics, budgeting, investing and taxes
- financial institutions and services
- laws affecting businesses, individuals and families
- sources of the law, the structure of the court system classifications of procedural and substantive law
- contract, sales, and consumer law
- agency and employment law in the national and international marketplaces
- basic feature s of the U.S. economy and other economic systems

IF Business communications including:
- presentation skills utilizing and accessing shared information resources via networks and/or the Internet
- social, verbal, written and non-verbal communications skills in personal and professional situations across cultures
- using technology to enhance the effectiveness of communications
- demonstrating proficiency in written and oral communication

IG Career planning including:
- developing skills for self-awareness, career awareness research and planning, and workplace expectations
- role of student business organizations

II. Performances

IIA Managing the instructional environment including:
- creating a climate that promotes fairness

- establishing and maintaining a rapport with students
- communicating clear, challenging learning expectations to each student
- establishing and maintaining consistent standards of classroom behavior
- creating a safe environment conducive to learning
- using the instructional time effectively

IIB Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision making based upon:
- subject matter, organization and integration of content and the relationship of content to educational, career and life goals
- students and their learning, motivation, supervision and guidance with emphasis on human behavior and development, individual differences, diversity and special needs of the exceptional student

IIC Assessing, selecting, evaluating, implementing and modifying teaching methods, learning activities and instructional materials, resources, equipment, and technologies to strengthen the effectiveness and quality of instruction and meet the learning needs of diverse learners.

IID Monitoring students' understanding, progress and performance, providing oral /written feedback, and adjusting instructional strategies through a variety of assessments and evaluation tools in order to provide student feedback, and strengthen the effectiveness and quality of instruction for improved student learning.

III. Professionalism

IIIA Professional organizations and associations, professional publications, journals, materials and resources, continuing education, professional development and lifelong learning.

IIIB Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.

IIIC Cultivating professional relationships and

collaborating with school colleagues, organizations and other community agencies to improve student learning
IIID   Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students.

Part VI.   **Letters of Support**

*Memo/email to Dr. Kurt Dudt asking for support of deletion of COMM 103; it should be noted that deletion of COMM 103 will have little impact on resources because of the low numbers of students who might have enrolled in the class

*Email of Support from Dr. Mary Ann Rafoth in support of adding EDSP 477

*Email of Support from Dr. Prashanth Nagendra in support of adding MGMT 310

*Emails regarding Senate approval of deletion of FDED 102

*Email from Dr. Jerry Kline supporting the deletion of the Accounting classes

To: Dr. Kurt Dudt

From: Dr. Dawn Woodland
       Chair, TST Curriculum Committee

Subj: COMM 103

Date: April 3, 2002

The Department of Technology Support and Training is currently revising the program for majors in Business Education. This revision is predicated upon the new certification standards from the state where business education will have one certification covering kindergarten through 12th grade. As a revision of the Professional Education Core, the department curriculum committee is proposing the deletion of COMM 103, Digital Instructional Technology. Business education majors take eight or nine technology courses (24-27 credits); therefore, the committee feels that the content of COMM 103 is covered in those courses. This action also will free up around ten slots in the class per semester.

Please email your approval and comments as soon as possible. If you have any questions, please do not hesitate to give me a call at 7-3003 or email me at woodland@iup.edu. Your attention is most appreciated.

From: Kurt Dudt [kdudt@iup.edu]
Sent: Wednesday, April 24, 2002 10:24 AM
To: dawn
Subject: Re: Tech Support Curriculum
Hi Dawn,
The department is having a meeting today. This is on the agenda... I'll be back
to you... kurt dudt

dawn wrote:

   Dr. Dudt:A few weeks ago I emailed you about deleting COMM 103 from our bus.
ed. curriculum. I would like to begin to put this revision through the
curriculum process as soon as possible. I would be happy to provide further
information or even to meet with you personally if needed in order to receive
your input.Please let me know what is needed.Dawn WoodlandCurriculum Chair Dr.
Dawn E. Woodland
   Dept. of Tech. Support & Training
   Eberly College of Business & Info. Tech.
   664 Pratt Drive
   Indiana, PA 15705-1087
   woodland@iup.edu

To: Dr. Mary A. Raforth

From: Dr. Dawn Woodland
       Chair, TST Curriculum Comm.

Subj: EDSP 477

Date: April 3, 2002

The Department of Technology Support and Training is currently revising the program for majors in Business Education. This revision is predicated upon the new certification standards from the state where business education will have one certification covering kindergarten through 12th grade. As a revision of the Professional Education Core, the department curriculum committee is proposing the inclusion of EDSP 477, Assessment of Student Learning: Design and Interpretation of Educational Measures. Business Education majors currently would add approximately 10 students per semester to the size of the class.

Please email your approval as soon as possible. If you have any questions, please do not hesitate to give me a call at 7-3003 or email me at woodland@iup.edu. Your attention is most appreciated.

dawn

Dear Dr. Woodland:

After review of our projected class enrollments and discussion with our Dean, our department has concluded that business education students can be accomodated in existing sections of EDSP 477: Assessment of Student Learning.

Inclusion of EDSP 477 is a wise choice as the PRAXIS II exam draws quite heavily on assessment issues and constructs.

Thank you. Please let me know if we can be of further help.

Sincerely,

           Mary Ann Rafoth
           Chairperson
           Department of Educational and School Psychology

From: Prashanth B. Nagendra [nagendra@iup.edu]
Sent: Monday, January 27, 2003 3:08 PM
To: dawn
Subject: Re: Addition of MGMT 310 into Bus. Ed. Curriculum
Please accept this as official communication of approval to include the
Principles of Management course (MGMT 310) in the Business Education core. We
look forward to welcoming your students in the Management class.
Prashanth Nagendra
dawn wrote:

   To:Dr. Prashanth Nagendra<?xml:namespace prefix = o ns = "urn:schemas-
microsoft-com:office:office" />

   From:Dr. Dawn Woodland

   Chair, TST Curriculum Comm.

   Subj:MGMT 310

   The Department of Technology Support and Training is currently revising the
program for majors in Business Education. This revision is predicated upon the
new certification standards from the state where business education will have
one certification covering kindergarten through 12th grade and on the 120-hour
mandate. As a revision of the Business Education Core, the department curriculum
committee is proposing the inclusion of MGMT 310, Principles of Management. This
addition will bring that major's core more in line with the college core, and
Business Education majors currently would add approximately 10 students per
semester to the size of the class.

   Please email your approval as soon as possible. If you have any questions,
please do not hesitate to give me a call at 7-3003 or email me at
<?xml:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags"
/>woodland@iup.edu. Your attention is most appreciated.

   Dr. Dawn E. Woodland, Asst. Chair/Grad. Coord.
   Dept. of Tech. Support & Training
   Eberly College of Business & Info. Tech.
   664 Pratt Drive
   Indiana, PA 15705-1087
   woodland@iup.edu

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Prashanth B. Nagendra, Ph.D.
Professor & Chairperson
Department of Management, 304 ECB
Eberly College of Business & Information Technology
Indiana University of Pennsylvania
Indiana, PA 15705
724-357-4880 (Tel)
724-357-5743 (Fax)
nagendra@grove.iup.edu

From: John Johnson [jrjohnsn@iup.edu]
Sent: Wednesday, December 04, 2002 9:28 AM
To: Karen Rivosecchi; Clarice Reber; Connie Sutton; David Stein; Dawn
Woodland; Dee Klein; Eileen Glisan; Eileen Glisan Home; Janet M. Walker;
Jennifer Rotigel; Joe domaracki; John R. Johnson; John Wood; Judi
Hechtman; Judy McDonough; Judy McDonough; Ken Hershman; Laurie Hurt;
Laurie Stamp; Linda Klingaman; Linda Norris Home; Linda Norris IUP;
Linda Szul; Lorraine Wilson; Lynne Alvine; McPherson, William C; Rich
Ciganko; Roberta Eddy; Sally McCombie; Sharon Franklin-Rahkonen; Susan
Wheatley; Terry Peard; Thomas Lord; Vicki Damiani; Wayne Moore
Cc: John Butzow; Ed Nardi; Laurie Stamp; Lynn Anne Mocek; Judy Geesey;
Judi Hechtman; John R. Johnson
Subject: FDED 102 Removed by Senate from the Educaion Core

Coordinators of Teacher Education:

The Senate unanimously approved the proposal to remove FDED 102 form the Teacher
Education Core at its December Meeting yesterday afternoon. This change will
apply to the incoming Freshmen, Fall 2003. The course will still be required
for those candidates "in the pipeline" (most of whom have already taken it or
will have taken it by end of Spring Semester 2003) and it will continue to be
offered as an elective.

We will want to review specific instances where exceptions may be in order for
transfer students and Post-bac students who are already enrolled in a program of
study.

If you have been waiting for this move to become official before "mounting
efforts" to revise your program curriculum to meet the mandated 120 hour rule,
you may proceed with recommended haste. The Academy Curriculum Review
Committee, convened by Dean Butzow has been meeting weekly, anticipating there
will be curriculum regions to review. To date, the work load has been sparse.

Thanks for all you do!

John

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dawn

From: Jerry Kline [gpkline@iup.edu]

Sent: Thursday, February 06, 2003 10:44

To: dawn

Subject: Re: Revision of Bus. Ed. Program

Dr. Woodland,

Having reviewed your program revisions and discussed the rationale for these changes, I want to provide this email as my official letter of support. If you need any additional documentation or acknowledgement, please let me know.

Dr. Jerry Kline
Chair, Accounting Department

> ----- Original Message -----
> **From:** dawn
> **To:** 'Dr. Jerry Kline'
> **Sent:** Thursday, February 06, 2003 10:19 AM
> **Subject:** Revision of Bus. Ed. Program
>
> Dr. Kline:
>
> The Department of Technology Support and Training is revising the business education program to bring it in line with the 120-hour mandate and with the new PA teacher certification. That certification no longer has areas of certification; it is an umbrella certification called Business, Computers and Information Technology (K-12).
>
> Because an accounting cert. is no longer possible, we are proposing to delete ACCT 300, ACCT 301, and ACCT 421. While our program is small in numbers and the change should not have a significant impact on your program, this email is to notify you of the change and to seek your support as we complete this difficult revision.
>
> Your immediate attention would be most appreciated.
>
> Dawn Woodland
>
> Dr. Dawn E. Woodland, Asst. Chair/Grad. Coord.
> Dept. of Tech. Support & Training
> Eberly College of Business & Info. Tech.
> 664 Pratt Drive
> Indiana, PA 15705-1087
> woodland@iup.edu