FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, etc.
- Fill out the parts of the form specified in part B. You must do this before your request will be considered.
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Bob Perkins
Phone: 3-5699
Email: perkinsr@cofc.edu

Department or Program: TEDU
School: Education, Health and Human Performance

Subject Acronym and Course Number: EDFS 326

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☑ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We would like to cross list our undergraduate EDFS 326 with our graduate EDFS 687. EDFS 326 and EDFS 687 are essentially the same course with the same audience, students who have decided in their current program to become teachers. Graduate students in our MAT degrees are not certified teachers and have the same ability level regarding using technology in the classroom. By cross listing the courses, we will be able to offer more sections, especially for graduate students.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This will not change either our undergrad or grad programs, respectively, all students are required to take the class in their programs. This will just allow us to fill classes thus allowing more offerings with less faculty required to do it.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: TEDU     School: EHHP Subject Acronym: EDFS     Course number: 326

Credit hours:  _3_ lecture _ lab _ seminar _ independent study     Pass/fail? □ yes X□ no
Contact hours:  _3_ lecture _ lab _ seminar _ independent study

Course title: Integrating Technology into Teaching

Course description (maximum 50 words, exactly as it appears in the catalog):

This is an introductory course for preservice teachers using technology in the classroom. Students become familiar with application software such as word processing, database, spreadsheet, and hypermedia, desktop publishing and telecommunications and learn to evaluate hardware and software.

Restrictions (pre-requisites, co-requisites, majors only, etc.): EDFS 201 and admission to the Teacher Education Program

Cross-listing, if any:

Is this course repeatable? □ yes X□ no If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU     School: EHHP Subject Acronym: EDFS     Course number: 326

Credit hours:  _3_ lecture _ lab _ seminar _ independent study     Pass/fail? □ yes X□ no
Contact hours:  _3_ lecture _ lab _ seminar _ independent study

Course title: Integrating Technology into Teaching

Course description (maximum 50 words, exactly as it appears in the catalog):

This is an introductory course for preservice teachers using technology in the classroom. Students become familiar with application software such as word processing, database, spreadsheet, and hypermedia, desktop publishing and telecommunications and learn to evaluate hardware and software.

Restrictions (pre-requisites, co-requisites, majors only, etc.): EDFS 201 and admission to the Teacher Education Program

Cross-listing, if any (submit approval from relevant department): EDFS 687 (proposed) Documents have also been submitted to Graduate Studies

Is this course repeatable? □ yes X□ no If yes, how many total credit hours may the student earn? ____

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Is there an activity, lab, or other fee associated with this course? □ yes x □ no  What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? ______________ Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
Because we will be combining smaller sections of each course to make one larger class, there could be cost savings based on faculty salary.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will be able to incorporate various software into lesson plans</td>
<td>Students are required to complete three lesson plans using a publishing program, spreadsheet and data base to teach their respective grade levels and content areas. These are spread over the semester.</td>
</tr>
<tr>
<td>2. Students must create a website that can be used as a webquest (an example of project based learning)</td>
<td>There is a rubric to measure how well students met the requirements of the webquest project. Students must display the capability to create a website as well as address the criteria for the webquest.</td>
</tr>
<tr>
<td>3. Students must demonstrate knowledge of the SMARTBoard and the associated software (Notebook) and how it can be used in the classroom to create instructional software.</td>
<td>Students must complete a project that uses the Notebook software and interacts with the SMARTBoard. There is a rubric to evaluate the student project.</td>
</tr>
<tr>
<td>4. Students will learn to create lessons for their future students that incorporating different technologies.</td>
<td>Students must create three lesson plans and demonstrate the use of writing software, spreadsheets and databases in their appropriate content and grade level.</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

NCATE which accredits our programs, looks for technology expertise of teachers based on ISTE (International Society for Technology in Education)-NETS (National Educational Technology Standards) for Teachers. This course provides an introduction to instructional technology for these programs to help meet the NCATE standard. Skills are introduced in this course and then further developed in the context of upper level courses in the respective programs.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This will not change, both courses are already required in their respective teacher education programs.

J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   Meta Van Dickie

   Date: 1-17-13

2. Signature of Academic Dean:

   Date: 1-29-13

3. Signature of Provost:
4. Signature of Business Affairs (only for course fees):

[Signature] Date: ______________  □ fee approved on ____________
□ BOT approval pending

5. Signature of Curriculum Committee Chair:

[Signature] Date: ______________

6. Signature of Faculty Senate Secretary:

[Signature] Date: ______________

Date Approved by Faculty Senate: ____________________