I. **Catalog Description and Credit Hours of Study:**

An examination of technology in school districts or organizations combined with an exploration of issues and trends from current literature and planning for future technology needs. 3 credit hours

II. **Prerequisites:** None

III. **Purposes and Objectives of the Course:**

Students will:

A. Describe the current status of educational technology within a school district or organization.

B. Analyze current educational technology issues and trends through research, reading of current articles, and written reflections.

C. Examine and analyze a school district’s or organization’s technology plan.

D. Develop a technology improvement proposal for school district or organization.

IV. **Student Learning Outcomes:**

The students will:

A. Conduct an analysis of current technology used in specific educational settings.

B. Analyze current issues and trends in educational technology.

C. Develop an educational technology plan for teaching and learning.
V. **Expectations of Students.**

A. Demonstrate graduate level analysis and writing through completion of a variety of class activities such as online discussions, research, reports, journal readings, individual projects, and written assignment.

B. Locate and read relevant literature on educational uses of technology and evaluate the effectiveness of the literature in relation to educational needs of students, teachers, and district goals.

C. Completion of course objectives in a responsible and professional manner.

V. **Course Content:**

<table>
<thead>
<tr>
<th>Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Current issues and trends affecting educational technology</td>
<td>12</td>
</tr>
<tr>
<td>B. Assessment and analysis of the current status of educational technology in a school district or organization</td>
<td>12</td>
</tr>
<tr>
<td>C. Locating technology resources and funding</td>
<td>9</td>
</tr>
<tr>
<td>D. Development of a technology improvement plan</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

VI. **Course Materials:**


VII. **Basis for Student Evaluation**

- Online Discussion and Written Assignments: 40%
- Analysis of current technology used in specific educational settings: 30%
- Educational technology plan for teaching and learning: 30%

Percentages at which letter grades are given:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>0% - 69%</td>
<td>F</td>
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</tbody>
</table>
The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

XI. **Academic Policy Statement:**
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

X. **Student with Disabilities:**
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapdss/index.htm](http://www6.semo.edu/lapdss/index.htm)

XI. **Civility and Harassment**
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. **Knowledge Base**


Lever-Duffy Judy, McDonald Jean B., & Mizell (2011). *Teaching and learning with technology*. Pearson Education


DEPARTMENTAL APPROVAL DATE: 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 5-8-12