



Withdrawn
Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # 155
College: Education	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: Ed. Studies: K-12 and Sec. Programs	<input type="checkbox"/> Graduate	Academic Year 05-06
Program: Program Redesign	CIP #	(For Office Use Only)
Type of Change: COURSE PROPOSALS		Course Designator Number of and Number Credits
Proposed: Change in Course—Other		
Title Current: Media Utilization for K-12 Education		KSP 403 2
Title Proposed: Media Utilization		KSP 201 2
24-Char. Abbrev: same		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Instructional media used in the secondary classroom is demonstrated and used by the students. Resource selection and evaluation is stressed. Electronic media, computer aided instruction, telecommunications, and standard classroom media applications are stressed.

Rationale or Justification for change:

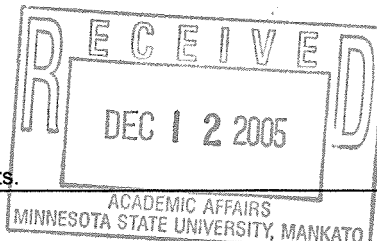
This course should always have been a 200 level course; it was our intention to renumber it in the KSP restructuring which took place Fall 2001, but this did not occur. There is no change in content, assessment or learner outcomes.

*****For General Education or Cultural Diversity Courses Only*****

<p style="text-align: center;">General Education Course:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> </tbody> </table> <p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p style="text-align: center;">Cultural Diversity Course:</p> <p style="text-align: center;">(Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

*****For New Courses*****

(Check all that apply):	Instructional Type: <input type="checkbox"/> Lecture	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
<ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		





Minnesota State University, Mankato
Curriculum Proposal

*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - γ Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - γ Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - γ Change in program name.
 - γ Change in program CIP #.
 - γ Change in TOTAL program credits.
 - γ Change in degree award. For example, changing a B.A. to B.S.
 - γ Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended-campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Patricia K. Munn 12/6/05
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

G. R. [Signature] 12/12/05
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 12-12-08
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Proposed Changes in the Undergraduate Teacher Licensure			
Undergraduate Teacher Licensure (old)		Undergraduate Teacher Licensure (revised)	
KSP 403: Media Utilization for K-12 Education	2 Credits	KSP 201: Media Utilization	2 Credits
KSP 210: Exploration of Professional Education	2 Credits	KSP 210: Exploration of Professional Education	2 Credits
KSP 220: Human Relations in a Multicultural Society	3 Credits	KSP 220: Human Relations in a Multicultural Society	3 Credits
KSP 310: Development & Learning in the Inclusive Classroom	5 Credits	KSP 310: Development & Learning in the Inclusive Classroom	5 Credits
KSP 410: Philosophy and Practices in the Middle and High School	3 Credits	KSP 410: Philosophy and Practices in the Middle and High School	3 Credits
KSP 420: Planning, Instruction, and Evaluation in the Secondary School	3 Credits	KSP 420: Planning, Instruction, and Evaluation in the Secondary School	3 Credits
KSP 475: Social Context of Learning	1 Credit	KSP 475: Social Context of Learning	1 Credit
KSP 477: 5-12 Student Teaching	11 Credits	KSP 477: 5-12 Student Teaching	11 Credits
KSP 476: K-12 Student Teaching	11 Credits	KSP 476: K-12 Student Teaching	11 Credits

Minnesota State University, Mankato
College of Education
Department of Educational Studies: K-12 and Secondary Programs

DRAFT

Date: Oct. 19,, 2005
Location: AH 309
Time: 12:00-1:00

Present: D. Anderson, D. Bussler, D. Ganss, R. Hersrud, P. Hoffman,
V. Hudson, D. Jesseman, L. Kessler, S. Mullins, S. Page, G. Reid, L. Underwood

Patti asked that everyone do a “check-in” to see how they’re doing – it was done on a 1-10 scale.

Doug made motion and Scott seconded to approve the minutes from Oct. 5, 2005. Motion carried.

Patti reminded faculty to do any mid-term progress reporting for students in their classes.

Last call for the St. Paul Immersion Experience. Faculty interested in participating are Scott Page, Patti Hoffman, Lara Kessler and Rene’ Hersrud.

Patti reminded faculty applications for reassigned time and research release are due Oct. 26 and faculty improvement grant applications due Dec. 2.

Promotion and tenure applications are due to department through chair by Oct. 31. Three faculty members have PDP’s needing feedback from group today. Darrol has resigned from the Personnel Committee due to time constraints and too many committee assignments. Discussion regarding climate and culture of Personnel Committee issues – it was noted that the Dean should be asked to come and talk about this at a future meeting. There is a need to establish policies and guidelines for departmental committee especially the Personnel Committee Debra Anderson will step in to take Darrol’s place on Personnel Committee. Further discussion regarding PDP’s, tenure and promotion documents and importance of faculty member receiving department feedback. Discussion about sending PDP’s by email to two faculty members to get feedback in future.

Patti, Doug, and Vicky met to develop a policy about providing food/refreshments at Committee meetings where outside members are asked to attend over the supper hour. Patti presented the recommendations to the faculty. Discussion followed. Patti asked faculty who are chairs of committees/groups to email her with a budget including name of committee, meeting dates, food to be served, time of day, etc.

Debra Anderson talked about title change for KSP 210. Rationale: The current title of KSP 210 is Exploration of Professional Education. The standards assigned to KSP 210 focus on professional learning communities, and creating and managing successful

Minnesota State University, Mankato

Department of Educational Studies K-12 and Secondary Programs

KSP 201: Media Utilization

2 Credits

Instructor: Dr. Don Descy

Department: Educational Studies K-12 and Secondary 313 AH

Office: Armstrong Hall Room 312 C

Phone: 507-389-5244 (Instructor's office) 507-389-1965 KSP Office

Time and Location: TBD TBD

Office Hours: T/R 10-3 May be in AH 312F or ML 113. Available most days.

Other times are available by appointment with the instructor.

Email: Don.descy@mnsu.edu

Text

The materials needed for this course consist of articles and web material which is provided on-line; supplemented material is listed below.

1. Forcier, R. C. & Descy, D. E. (2005) The computer as an educational tool: Productivity and problem solving (4ed). Upper Saddle River, NJ: Merrill Prentice Hall.

Course Description

This course is designed to teach education students basic instructional design principles and methods for integrating technology into the K-8 classroom. Through research and hands-on application students will learn about the ways in which technology can be used as a tool to enhance and support curriculum. In this course, students will complete projects using software including but not limited to: Word, word Projects, AppleWorks Templates, Excel, Database, Mail Merge, PowerPoint, Inspiration, Netscape Composer, and MN Electronic Portfolio.

Services for Identified Students with Disabilities

Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library (507-389-2825, TDD 711) and then contact the instructor as soon as possible thereafter.

Standards

Instructional Media Utilization covers all of the National Educational Technology Standards for Students (NETS•S) and the following Minnesota Board of Teaching 8710.2000 Standards for Effective Practice:

Standard 4: Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

D. Enhance learning through the use of a wide variety of materials as well as human and technological resources.
Knowledge

Practice

Assessment Text, lecture, class discussion

Projects

Projects

L. Use educational technology to broaden student knowledge about technology to deliver instruction to students at different levels and paces, and to stimulate advance levels of learning Knowledge

Practice

Assessment Text, lecture, class discussion

Projects

Projects

Standard 6: Communication

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

D. Know effective verbal, nonverbal, and media communication techniques Knowledge

Practice

Assessment Text, lecture, class discussion

Projects

Projects

K. Use a variety of media communication tools, including audio-visual aids and computers, including educational technology, to enrich learning opportunities Knowledge

Practice

Assessment Text, lecture, class discussion

Projects

Projects

Assignment Grading Criteria

"The first 90% of a project takes 90% of the time. The other 10% takes the other 90%.
(The 90-90 Rule of Project Schedules)

A. General:

1. ACCOMMODATIONS WILL BE MADE FOR SPECIAL NEEDS INDIVIDUALS. PLEASE JUST ASK OR CONTACT DISABILITIES SERVICES OFFICE AT V/TTY 507-389-2825

2. I am here to help you pass the course. If you ever have any questions, problems, concerns, please see me. Sometimes rules can be adjusted depending upon circumstances. I really am here to help. Nothing you say will ever be held against you or negatively change your grade for the course. We are all in this together.

3. Unless otherwise noted, all assignments will be on computer saved as a Microsoft Word or an AppleWorks file.

4. You must obtain two disks for this class: All assignments will be turned in on a Flash (Thumb, Jump, USB, Pen). {DO NOT BUY A SANDISK BRAND FLASH DRIVE!!}

Your projects will be extremely large. Regular disks may not be large enough to hold your project. A DOS ("IBM" or "PC") formatted 3.5 inch disk also will be needed to hold your digital camera images ****only****.

5. All assignments, disks and a copy of the "Assignments" sheet from this Website will be kept in a large (10x13) brown envelope. This envelope will have your name, class and class time and semester clearly marked on the front.

6. Title the assignments on your disk using the underlined word marked on the assignment grading sheet.

7. All assignments will contain your name and class time. Time name of the file will be the same as the "Assignment *TITLE*" on the assignment grading sheet.

8. All assignments will be based on the goal and objectives that you determined at the beginning of the course. All assignments must be done this semester and not left over from another semester. You may use assignments from concurrent classes if the assignments meet the criteria for this class.

9. Label each assignment with the objective it matches.

10. Design of assignments will follow general design guidelines as outlined in the textbook.

11. Text on assignments will follow text size guidelines as outlined in the textbook. (See also N below.) Text will be attractive and easy to read (of high contrast).

12. Sound files on presentations will be clear and easily heard. Volume will be at normal speaking levels.

13. Your projects will be your best, professional work.

14. Class attendance is mandatory. Tell me if you are going to be absent. You must make up missed classes. Failure to do this will result in an "Incomplete" until the class time is made up and/or a lowering of your final grade. If you have any problems meeting this requirement, please see me to see if something else can be worked out.

15. Class information varies with section and class number. Check with a classmate first if you miss any class time. Consult with me if you hear contradictory information.

16. No matter what the point value, you will receive an incomplete grade until all of the assignments are turned in following the guidelines outlined on this page.

17. You must use the MSU,M email account for all of your email and assignments in this class.

18. TO RECEIVE AN "A" you must: (1) have all of your assignments turned in, (2) assignments must be turned in before class on the date due, (3) the must meet all of the criteria on this page.

19. You will NOT get an "A" if you turn in one or more assignments late.

20. You will get an INCOMPLETE if more than 2 assignments are late.

21. If you have ANY questions or problems or need any help with ANY assignment, please call me in the office (389-5244) or at home (you were given my unlisted number), or leave a message with Vicky (389-1965). You may also send me an e-mail with your question: don.descy@mnsu.edu Also check the schedule posted in the lab for the days and times the lab assistant will be available.

22. ****ASK ASK FOR HELP FROM DR. DESCY, OUR LAB ASSISTANT!! WE ARE HERE TO HELP YOU GET THAT "A"!**

23. Any, any, any problems... please talk with me. Don

B. Brochure:

1. Use the MSWord® Projects as the template for your brochure.
2. Use the template for a two-sided brochure with the one third address area on the back.
3. Use clipart and one electronic photograph in the brochure in the places that are set for images in the template.
4. Text will be no larger than 12 points. Headlines will be larger.
5. The information in the brochure will be appropriate for and support the goals and objectives that you are using for this class.
6. You will pass in a paper copy of the brochure.
7. You do not have to print our brochure in a back-to-back format.

C. Bulletin Board (Optional according to class):

1. The bulletin boards will be displayed Monday and Tuesday or Wednesday and Thursday depending upon when you signed up. Do not miss your date or proper location!! You may not be able to find a make-up date and you will lose points... and put it up next semester! :-(
2. Bulletin boards must be in place before the first Monday or Wednesday class and taken down after the last Tuesday or Thursday class. Material left for more than two days will be discarded.
3. The topic of the bulletin board will fit with your goal and objectives. Goals and objectives will be posted on a 4x6 card on the lower left corner of the bulletin board (you do not have to place your name on this card).
4. Bulletin board grades will depend upon following: proper graphic design and lettering standards how they aid in the teaching of your objectives, neatness and appropriateness for grade level.
5. The majority of the bulletin board, including lettering (excluding the boarder) will be self-made i.e. not purchased.
6. It is advisable to laminate the bulletin board pieces for future use. Printing services in Weiking has the lowest price for this service.

D. Certificate:

1. Use the AppleWorks® Assistant as the template for your certificate.
2. It must be a serious certificate.
3. Replace or place an image in the 'gold seal' area of the certificate.
4. Change any font sizes or words to make them large enough for the certificate. Avoid excessive white space.
5. You may use the default font.
6. Resize the background border to allow a border around the certificate so the complete background image prints out.
7. Make sure that after you resize, none of the words, lines, or graphics overlap the border or other parts of the certificate.

E. Database:

1. Use AppleWorks to produce your database.
2. Each database will contain the names of three friends or relatives
3. Each database will contain the following fields: First Name, Last Name, Street, City, State, Zip, Personalized item.
4. Design an attractive layout to display your data using at least three design tools.
5. Mail merge three letters that will use all of the above fields according to the form given in class.
6. Pass in a paper copy of your database layout, and three mail merged letters unless specified otherwise in class.

F. eFolio Minnesota:

1. Go to the eFolio site and sign up for your own Web eFolio. You will construct an eFolio that you can use in your search for a teaching position.
2. Include at least the following:
 - Have at least the following active links on the left search button bar: Home, Education, Career Objectives, Work Samples, Clinicals, Volunteer Activities, References, Contact Information.
 - Fill in at least the following pages:
 - **Home page: custom border, your name, a slogan, a footer. Upload a good photo of yourself and write an introduction that describes who you are, what you are interested in doing, etc..
 - **Career Objectives: A short paragraph describing your career objective.
 - **Education: Fill in your education: High School, College(s) (with information on courses, tracts you followed).
 - **Work Samples: Upload two samples of papers, lesson plans, etc. that you have done in one of your classes that you are proud of. Write a short description about each one.
 - **References: Names and contact information of two people who will act as references during your job search. (Check with them first!!)
 - **Contact Information: Your contact information. Just your name and email address. Use a generic email address (Yahoo, Gmail, Hotmail, AOL, etc.) Do not put street, city, state, or telephone numbers.

G. Inspiration® or Kidspiration®:

1. Use Inspiration® or Kidspiration® to make a concept map of something you are going to teach or a Web of a story you may use in class. See our Textbook for details.
2. You must have a minimum of 12 boxes and include five nice illustrations for boxes.
3. Pass in a paper copy of your completed Inspiration®/Kidspiration® concept map or story Web.

H. Lettering Guidelines:

Unless otherwise noted in class, all projects (PowerPoint, HyperStudio and Transparency) must follow the following guidelines:

1. All lettering will be sans-serif usually using the Helvetica/Arial font (PowerPoint: Title: Helvetica/Arial 46/48 points, builds: Helvetica/Arial 36 points minimum; Transparency: Title: Helvetica/Arial 40, Builds: Helvetica/Arial 28 minimum, or another easy to read sans-serif font) in the size described in class.
2. Use only a horizontal format for visuals.
3. Lettering will be bold.
4. Lettering will be shadowed if possible in the program (do not shadow in HyperStudio or the transparency).
5. There shall be no more than 6 or 7 lines of type on each page.
6. There shall be no more than 6 or 7 words per line.
7. Font size will be such that the 6 or 7 lines will neatly fill the slide or card.

I. Multimedia (HyperStudio) Presentation:

1. The presentation (stack) will contain a minimum of 6 cards (slides).
2. The presentation will contain branching elements.
3. The buttons shall all work properly and there will be no dead ends. The last card should go back to the first card.
4. All navigational aids (buttons, etc.) will be properly labeled and self-explanatory.
5. Fonts and type styles will be attractive, easy to read, and not lost in the background. (Bold but not shadowed). Students should want to look at your HyperStudio. Don't just have color and words.
6. The presentation will contain a minimum of one scanned image, one scrolling text field, one hypertext (World Wide Web) link, one animation, and one self-recorded movie (minimum 3 seconds).

J. Peer Teaching Presentation:

1. Your peer teaching presentation will match the topic you signed up for. See your instructor if you have any questions or problems.
2. Each individual person's presentation will take a minimum of 10 minutes.
3. Your presentation will include a properly made PowerPoint slide show (unless directed otherwise in class)
4. You will have a complete set of handouts for each member of the class.
5. You will not read the presentation notes or your PowerPoint. (This is a 10 minute teaching lesson.)
6. You will be dressed in a professional manner for this presentation. No jeans, t-shirts, tank tops.. Dress for a job interview with a major employer... tie/jacket is not required. *This is very important!!" See "Professional Dress" below.

K. PowerPoint Presentation:

1. The presentation will contain a minimum of 8 slides and a blank one at the end.

2. A nondistracting background will be used... use one of the PowerPoint templates.
3. You must include transitions and builds on and between each slide.
4. The presentation will contain a minimum of one scanned image, one electronic photograph (digital photo), one 5 second digital movie, one hyperlink to an outside Website, one hyperlink to another slide in the powerpoint and back again, one hyperlink to and from a word document.
5. The presentation will be legible, neat., and interesting to your target age group.
6. You will follow the lettering and color guidelines covered in class.
7. You must use a Macintosh computer for this assignment.

L. Project:

1. You will complete a mediated project that will aid in the teaching of your goal and objectives.
2. Your project must be constructed using some form of instructional media.
3. Your project will look neat and professional.
4. This project should reflect a substantial time commitment (7 hours).
5. Examples of previous project (this is not an all-inclusive list):
 - * 10 minute Video Tape (may be done with 1 other person) using iMovie.
 - * Slide/Web field trip.
 - * A WebQuest.
 - * A Web Treasure Hunt
 - * A Web Scavenger Hunt.
 - * Mobile.
 - * Cloth on cloth banner or sign.
 - * A board game.
 - * Your idea (cleared with me first).

M. Software Critique (Optional):

1. Review three pieces of educational software. Obtain these from the Lab assistant, the ERC or your own educational software library.
2. Software must be a popular educational title used in most schools.
3. Evaluate the software using the "Appraisal Checklist" found on the Companion Website that accompanies your text.
4. Copy the Classroom Link CD-ROM onto your jump drive disk and run it from there.

N. Spreadsheet:

1. Use Microsoft Excel to produce your spreadsheet.
2. Each spread sheet should contain required students and tests as illustrated in the text.
3. Set up the spreadsheet to automatically calculate the total points and average of each student.
4. Set up the spreadsheet to automatically calculate the average of each test and the overall class test average.
5. Produce a graph of the data as described and shown in class.

6. Pass in a paper copy of the spreadsheet and graph on one sheet of paper.

O. Transparency:

1. Transparencies will be graded upon graphic and lettering standards as outlined in class (see "F" above also), font size (Title: Helvetica/Arial 40, words: Helvetica/Arial 28 minimum or similar size san-serif font) and clarity (maximum 6 or 7 lines with 6 or 7 words on each line). Do not add shadow to the font.

2. Transparencies will be made on a computer.

3. Transparencies will be neat with no extraneous marks, look professional and have proper contrast.

4. The bottom transparency will be securely fastened (using tape) to one frame.

5. Attached to this same frame will be two overlays.

6. Transparencies will have a horizontal format.

7. Transparencies will contain at least one piece of clipart and a minimum of 5 words.

P. Web Search Assignments:

1. Use a Web search tool to search for the assignment topic.

2. Review the sites displayed by the search tool and pick out three sites on each of the required search topics that would help you in your classroom.

3. Print and pass in a hard copy of the first page only of each site that you found.

Q. WebQuest World Wide Web Pages:

1. Each WebQuest page will contain 3 text sizes, a background (solid color or image), at least one image captured from the Internet on each page, some text or images in a table format, and 5 links to outside Web resources (Each page must have at least one link to an outside Web resource. The whole Webquest must contain a total of at least 5 Web links).

2. Each link to the outside source will contain a short description (three sentences minimum) of the source along with your comments about the source. Do not use links like "Click here".

3. The WebQuest will be interesting and motivating and will match definite objectives and grade level.

4. You will use Netscape Composer. Do not use Microsoft FrontPage, or a word processing application such as Microsoft Word and save it as HTML.

5. You will do this with a three person group. The *whole group* should construct the title page that contains all 6 parts of the WebQuest. *Each person* in the group should produce a supplemental page of information that will be linked to the main WebQuest page. A supplemental page contains information needed by the student to complete the WebQuest.

6. Complete names of the authors will be placed at the top of the main WebQuest page. Individual pages will contain the name of the author.

7. The complete WebQuest must be in a separate folder labeled subject WebQuest. The first page of the WebQuest should be labeled subject.html (where subject is the subject of the WebQuest).

8. A complete WebQuest folder will be on each persons jump drive disk.
9. All links must work and all images must be displayed in order to get credit for this assignment.

R. Professional Dress:

1. Clothing will be clean, pressed and neat. No jeans or jean material and no cargo pants or pants with patch pockets.
2. Slacks not be baggy and will not be low riding. Spandex and form fitting clothing will not be worn.
3. Necklines will extend to the neck or just below the neck. No cleavage will be visible.
4. All shirts will be must extend to the waist or below the waist. No skin will be showing.
5. All shirts must have a collar. T-shirts are not permitted.
6. Wear sensible shoes, PE majors may wear clean gym shoes. Flip flops are not acceptable
7. Undergarments should not be visible, including straps of any kind.

Course Calendar

Please see me if you have any problems or questions or if you are unable to meet a deadline.

Day Coverage

1A Orientation to class, Mail accounts. Review the course objectives. Purchase: ONE IBM (DOS) formatted 3.5 inch and ONE Flash (Pen, Jump, Thumb, USB) drive, and 10" x 13" envelope. General course requirements. Assignment grading criteria. Project point value grading criteria. Dr. Descy's Office Hours Orientation to class PowerPoint. READ: Text: Ch 1: Impact of Computers in Education [pp. 1-21] and Technology Standards for Teachers and Students [Inside front and back covers of text]. Review the St.Louis Park Technology Outcome requirements for their K-8 students. Can you do all of them? Review the Technology Test given to all prospective teachers in Northfield. Review Teacher Technology Integration Self-Assessment from ISD 279 (Osseo)and the Barton Open School assessment. This is based on NCATE /ISTE standards. WOW... take a look at the Scope and Sequence ** by objective and grade level (K-8) for the St. Matthew's Lutheran School (Oconomowoc.WI) elementary computer curriculum. Review the Technology Competency Program from Lubbock ISD in Lubbock, Texas. (**for more detail, click on the desired grade listed across the very top or bottom of the screen.) Take a look at the Illinois Content-Area Standards for Educators.

1B Review peer-teaching requirements [See due dates below in brown italics]. Joining the "Media" Internet class discussion group at Yahoogroups. Educational Goals and Objectives PowerPoint. Accessing our Textbook's Web and CHAT site. DUE: Project sign-up. (Discuss the bulletin board project.) READ: How to Join the Class Discussion Group. Text: Ch. 1: Impact of he Computer on Education, and 2: Legal and Ethical Issues. Go to the No child Left Behind homepage

(<http://www.ed.gov/nclb/landing.jhtml>). Review the contents and read the "Parents Guide".

JOIN: The "ed-media" class discussion group

****READ and Print out the introduction page you receive from the ED-Media discussion group and a copy of the "Point Value Sheet" and place them in your envelope
2A Review day's 1a and 1b. Extra project assignment. Classroom flyer, what is due... when... finding info for the peer-teaching presentations.

READ: Text: Ch. 3: Legal and Ethical Issues and Ch. 4: Learning and Instruction. Brain Compatible Research Concepts. Access the Heinich, Molenda and Russell Textbook's Web site. Study the Hennepin County Library Filtered Search Engines page. View the Mankato, MN Home Page and compare it to the New Hartford, MN Home Page.

JOIN: Join the "Classroom Flyer" mailing list: Subscribe to the following flyers: "Classroom Flyer for your teaching level ["Early Learning Weekly" (M), "Gr. K-3" (T) "Gr. 4-6" (W), OR "Gr. 7-12" (R)] AND the "Fridays" newsletters online at the Classroom Flyer Newsletter Website.

DUE: Ed-Media e-mail discussion group sign-on. Brown envelope with "Point Value Sheet" placed in class box.

2B General presentation skills/ graphic and lettering. Lettering guidelines PowerPoint. Accessing the E-Reserve PowerPoint Handout. (Password is: descy301)

READ: Text Ch 10: Learning with Multimedia Tools [skip 309-319 but read summary], Susan Kovalik's ITI links.

3A Presentation Software/ PowerPoint structure, images, video.

READ: Text Ch 6: Learning with Graphics Tools and 7: Learning with Word Processor Tools, Class page on bulletin boards.

DUE: One Instructional Goal and Two Objectives. Print of E-Reserve Powerpoint sheets

3B Introduction to AppleWorks and Apple Assistant. Powerpoint transitions and links.

4A [Transparency design and utilization, Digital Cameras] Transparency assignment and electronic photography.

READ: Read the Copyright Information sheet. Text Ch. 5: Computers in Education.

4B CD-ROMs and pictures from the Web. [Classroom Presentation Skills, Bulletin Boards]

DUE: First page only of Classroom Flyer.

5A Copyright issues in the classroom. [Copyright, Computer Access for Disabled Persons, Scanners.]

READ: Text Ch. 11: Learning with Internet Tools. Read Scanner Use Instructions on board above the scanner.

5B [The ASSURE Model] Web searching techniques. Web filtering discussion.

READ: Text Ch. 1 [22-27 Portfolios].

6A Portfolios and eFolioMinnesota. [Teacher Portfolios, eFolio Minnesota/overview]

READ: Review the information that is available on the Minnesota Department of Education Web site.

6B eFolio Minnesota. [Blogs in Education]

DUE: PowerPoint Presentation.

7A Inspiration assignment. eFolio Lab. [MSWord Projects: Brochures, Inspiration]

7B Netscape Composer [WebQuests, Web Page Editor: Netscape Composer]

READ: Text Ch. 12: Internet Applications in Education.

8A WebQuests [Graphics making Web sites, Free Clipart, Movie and Sound Websites]

READ: Review the WebQuest pages at San Diego State and examples of WebQuests found on the WebQuest Collections page (click on the word "top" on the left hand page list.).

DUE: Transparency assignment

8B Group WebQuest Workshop and WebQuest assignment. [Handheld computers in the classroom.

READ: Read some information from the Palm page on Handheld computers.

DUE: brochure, certificate.

9A [Credibility of Web Resources, *The Invisible Web]

READ: Text Ch. 8: Spreadsheets. Review the "No Child Left Behind Act".

9B [No Child Left Behind Act.] Spreadsheets. Media centers, professional organizations.

READ: Read Text Ch 9: Learning with Database Tools. Read the ClarisWorks 5 Spreadsheet Tutorial by Nikki Lowery and Brad Berberet. Review using spreadsheets to create graphs by Suzanne Alejandre.

DUE: Inspiration assignment.

10A Educational Software. [NETS•T, *NETS•S, Lesson Plan Websites, *Puzzle-making Websites]

10B [Websites for Teachers]

READ: Making a Pamphlet. and about Bookmaking on the Web.

DUE: Spreadsheet Assignment.

11A Databases [*Camcorder Utilization]

READ: Review information on teaching students to use databases.

11B ["Cable in the Classroom" Web site, *MSWord Projects: Planners]

Ethics, equity, and disability issues in technology utilization.

READ: Information found at the Cable in the Classroom site.

DUE: WebQuest.

12A [Grading Software, *Podcasting]

Grading programs and teacher utilities. Blogs and Blogging in the educational setting.

READ: Review Text Ch. 12: Internet Applications in Education.

DUE: Database assignment.

12B Internet resources for teachers and students. Setting up and using a digital portfolio.

13A Lab work day (???). Be prepared to show your WebQuest (in your group) along with your online portfolio and extra project.

DUE: Extra Project presentation, Online Portfolio (efolio) presentation, group Webquest presentation.

13B Instructional Unit Presentations

14A Instructional Unit Presentations

14B Instructional Unit Presentations

15A Instructional Unit Presentations

15B Instructional Unit Presentations

Course Requirements

ACCOMMODATIONS WILL BE MADE FOR SPECIAL NEEDS INDIVIDUALS. PLEASE JUST ASK OR CONTACT DISABILITIES SERVICES OFFICE AT V/TTY 507-389-2825

Purchase one high density (IBM or DOS formatted) 3.5 inch disk (you will use this to save your digital pictures on), a large envelope to hold your completed work, and other supplies needed to complete the projects. You must also purchase a Flash* (Thumb, Pen, USB) to place ALL of your other work on.

When naming the disks use your last name, time: 8am, 930am, 3pm, 6pm, etc. and course. (Example: Descy3pmEEC225) All written assignments will be turned in on these disks as well as material downloaded from the Internet. All assignments (Unless otherwise noted) will be turned in using AppleWorks or ClarisWorks *only* on Macintosh formatted disks. See me if you use Windows. I will show you how to translate your files to Macintosh.

Place your disk and a COPY of the assignment point value sheet from the back of your class Handbook in your large envelope. Use this large envelope to hand in all of your assignments

Choose one unit of study, (ELEMENTARY: any grade level K-6, any subject matter, SECONDARY: your subject and desired grade level) to center your classwork around. Define a goal and two or three objectives for this unit. You will be using your goal and objectives as the focus for ALL your assignments.

1. You will write learner objectives for this unit and indicate which objectives relate to each of the below activities and how they relate to the learner evaluations for the unit.

2. Your Instructional unit may include:

- * -Bulletin Board
- * -Transparency* - one complex in a frame
- * -PowerPoint presentation.
- * -AppleWorks Assistant: Certificate*
- * -MSWord Projects: Brochure*
- * -WebQuest.
- * An Inspiration concept map or story web*.
- * -1 Technology Enhanced Project (of your choice):
 - o 10 minute Video Tape (may be done with 1 other person)
 - o Home made book - Your instructor must OK the type of book.
 - o Slide/Web field trip
 - o Mobile
 - o Cloth on cloth banner or sign
 - o Other: your idea (cleared with me first)

*These assignments will be submitted in hard-copy (paper/transparency) form.

3. In addition to the above instructional unit you will complete a number of activities that will familiarize you with computer networks and Internet capabilities and learn to operate other equipment.

**For full credit, work must be turned in on date due. (Please talk with me if you can't do this ASAP.)

Project Point Values (Note: You must receive all of the points on each project to receive a grade for the course.)

Assignment Point Value

This Sheet in envelope	1
Goal	5
Objectives	10
Join Ed-Media Discussion Group	4
Sign-up for Classroom Flyer	4
Keirsev Temperment Sorter	X
Certificate (AppleWorks assistant only)	5
Brochure (MS Word)	10
Transparency – Complex	6
WebQuest	15
PowerPoint	10
Inspiration	10
Bulletin Board	X
Peer Teaching	6
Spread sheet	5
Database	5
Mail Merge	5
Project	6
WebQuest/Portfolio/Project Presentation	6
Portfolio	15

Homework 1
Homework 2
Homework 3