Course Name:Instructional Technology for Pre-service Teachers
Course Prefix: MED
Course Number: 6229
             Submitted by (Name & E-Mail):  David Byrd, davidbyrd@weber.edu

Current Date:  10/4/2013
College: Education
Department:   Teacher Education
From Term: Fall  2014

Substantive

|  |  |
| --- | --- |
| new  | Current Course Subject N/ACurrent Course Number |

**New/Revised Course Information:**

|  |  |
| --- | --- |
| Subject:  MED            Course Number: 6229 | Check all that apply: *This is for courses already approved for gen ed.    Use a*[*different form*](http://documents.weber.edu/catalog/forms.htm)*for proposing a new gen ed designation.*DV  CA  HU  LS  PS  SS EN  AI  QL  TA  TB  TC  TD  TE |

Course Title: Instructional Technology for Pre-service Teachers

Abbreviated Course Title: Instruct. Tech for Pre-service

|  |  |
| --- | --- |
| Course Type:  | LEC |

Credit Hours:  2  **or** if variable hours:    to

Contact Hours: Lecture 30  Lab    Other

Repeat Information:  Limit 0   Max Hrs 0

Grading Mode:  standard

|  |  |
| --- | --- |
| This course is/will be: | a required course in a major programa required course in a minor programa required course in a 1- or 2- year programelective |

Prerequisites/Co-requisites:

Admission to the Master's of Education Program

Course description (exactly as it will appear in the catalog, including prerequisites):

MED 6229 Instructional Technology for Pre-Service Teachers

Credits:(2)
Typically taught:
Fall [Full Sem]
Summer [1st block]

This course allows students to apply existing technology literacy into educational environments to promote use of technology for teaching and instructional support in learning environments. The curriculum is based on teacher skills required to teach Utah State Educational Technology Standards.

**Justification**for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

This course meets the needs of licensure track graduate students, who have not previously been in the elementary or secondary classroom. These foundational skills of how to use and apply instructional technology for teaching is required by the State of Utah.

**INFORMATION PAGE**for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

N/A

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No. This course is designed to meet the needs of graduate students who have not been in the classroom before. The other graduate level technology course, MED 6320 Instructional Technology for Teachers, assumes prior knowledge about technology applications common in the classroom.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

The other graduate level technology course, MED 6230, is designed with an assumption of previous technology knowledge and skill that the prospective students for MED 6229 will not have. This course will provide the foundational skills for teaching and technology in the K-12 educational setting.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description.**There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.)**.