Agenda
EPSY Department Meeting
April 10, 2015 – 9:30 a.m. to 11 a.m. – Gentry 144

1. Welcome
2. Corrections to March Minutes (Attachment)
3. Announcements
    a. Complete Compliance Training by May 15
    b. HuskyDM due May 31
    c. Merit Request due May 31
    d. Research Excellence Program Award Recipients: Jennifer Freeman, Devin Kearns, Tamika LaSalle, George Sugai, Rachelle Perusse, Melissa Bray, Erik Hines, and Mike Young
    e. MEA Summer Internships (Montrosse-Moorhead)
    f. University PTR Forum, Friday, April 10, 3-5 in SUB 304A & B
    g. GA Contract Negotiations Update (http://gradunion.uconn.edu/)
    h. UCPEA Merit and Evaluations Due April 15 and April 30
    i. Academic Analytics (Attachment)
    j. NCATE Reception, Sunday, April 12, 3 – 4 p.m.
    k. Lunch Meetings Today – Soup and Salad
    l. Joe Madaus Appointment
    m. Department Head Position
    n. Other
4. Committees Issues
    a. C&C
        i. EPSY 52AA: Professional Seminar in Learning Technologies (Attachment – Slota)
        ii. EPSY 52XX: Capstone in Learning Technologies (Attachment – Slota)
        iii. EPSY 52ZZ: Learning Technology Applied in Schools (Attachment – Slota)
        iv. EPSY 4890: Capstone in Creativity and Innovation Sciences number changed to EPSY 4870: Capstone in Creativity and Innovation Sciences
        v. Creativity, Innovation, and Entrepreneur Minor Update (Plucker)
    b. PTR Guidelines Committee Update (Little)
    c. Syllabus Template Committee (Attachment - Gubbins)
    d. Sunshine Committee (Bray)
    e. Committee Elections Next Month
    f. Other
5. Other
    a. Discussion on Business Cards for Students
    b. Courtesy Appointments
    c. Other
6. Adjourn

EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
March 6, 2015

Attendees: R. Beghetto, M. Bray, N. Card, S. Everett, J. Freeman, J. Goldstein, J. Gubbins, J. Joo, D. Kearns, T. Kehle, T. La Salle, C. Little, A. Lombardi, B. Montrosse-Moorhead, N. Olinghouse, R. Perusse, C. Rhoads, J. Plucker, L. Sanetti, D. Siegle, B. Simonson, and M. Young

1. **Welcome**
   The meeting commenced at 9:35 am.
2. **Minutes**
   The February minutes were accepted as presented.
3. **a. Summer salary was explained to the faculty. A form was distributed for faculty members to complete who are seeking summer salary.**
   b. Consulting during the summer was explained to the faculty. If a grant is paying summer salary, no consulting or vacation time can be taken during the period covered by the grant.
   c. Salary savings are presently in a Ledger 2 account. Conference profits are entered into a Ledger 4 account, i.e., iPad Conference. The University has a shortfall of $40 - $60 million; therefore, we can expect that the university might take some funds from these accounts.
   d. J. Plucker shared with the faculty what he recently presented at a Fordham Institute Webinar.
   e. On April 10th, all emails will migrate over to Microsoft Office 365
   f. Kappan is calling for manuscripts on several different themes. Please see attachment for the submission dates.
   g. The university will run a mid-term teaching assessment if faculty request it.
   h. Compliance Training needs to be completed live or online by May 15th.
   i. The Dean is conducting research incentive awards. All applications need to be submitted to Sandy Chafouleas by March 21st.
   j. The department needs to comply with the university on graduate acceptances dates. All graduate candidates have until April 15th to accept offers.
   k. Today lunch will be provides since meetings cover lunchtime.
   l. Ten Dean's Doctoral Scholars were selected.
   m. Applications for The Women's Student Award should be submitted to Donalyn Managgia.
   n. Students must sign a release if faculty mention the student's grades or attendance in a letter of recommendation. A link to the form is on the EPSY website.
   o. The Dean is reminding all the department head the importance of class size. Each class should have a minimum of 10 individuals.
4. **Announcements**

a. **Antje Harnisch was invited along with Nancy Wallach to discuss Financial Conflict of Interest (FCOI) with the faculty.**
b. **Casey Cobb was also invited to attend the departmental meeting to discuss NCATE with the faculty.**

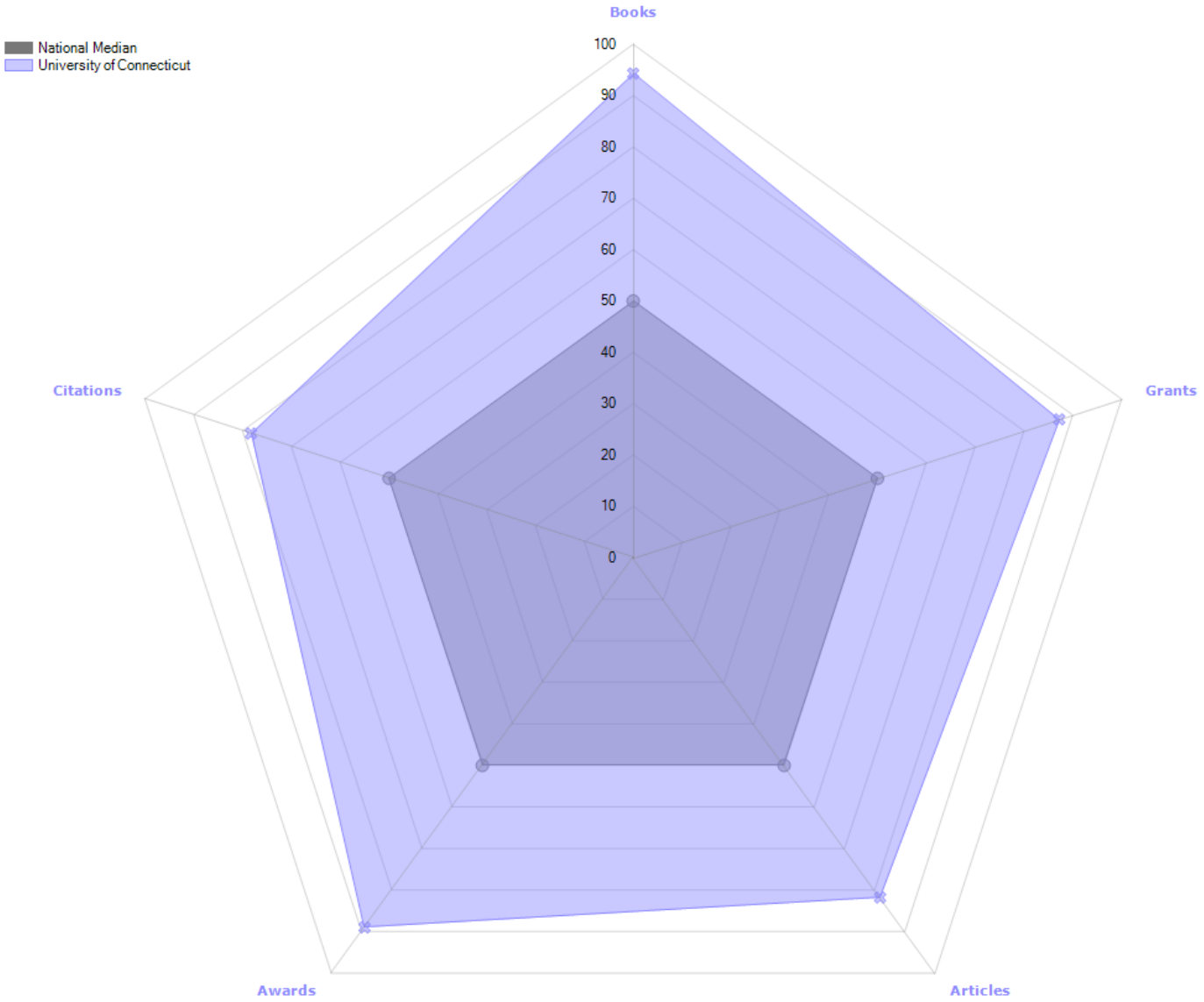
5. **<u>Committee Issues</u>**
   a. **The scholarship committee received 62 applications. There were 8 different awards given to the students. The committee was disappointed that there were very few applications for the Harris Kahn Award.**
   b. **Sunshine Committee is still requesting donations of $40.**
   c. **EPSY 6655 was discussed with the faculty. C. Rhoads made the motion to accept the course. All the details of the course were on an attachment to the agenda. N. Card seconded the motion. The course was unanimously accepted.**
6. **<u>Del Siegle's Appointment</u>**
   D. Siegle informed the faculty that the Dean has requested that he consider staying on as department head for another term. Siegle informed the faculty that he was at the end of his fourth year and will make a decision in the next month. If he decides to continue, he would undergo an extensive evaluation and need approval to continue by the faculty. If he does not wish to continue, the Dean would like the next department head to assume some of the responsibilities next year to assure a smooth transition.
7. **<u>Adjournment</u>**
   C. Rhoads motioned to adjourn the meeting. It was seconded by L. Sanetti at 10:55 am.

Productivity Radar

Educational Psychology, Department of | Educational Psychology (65 Departments)

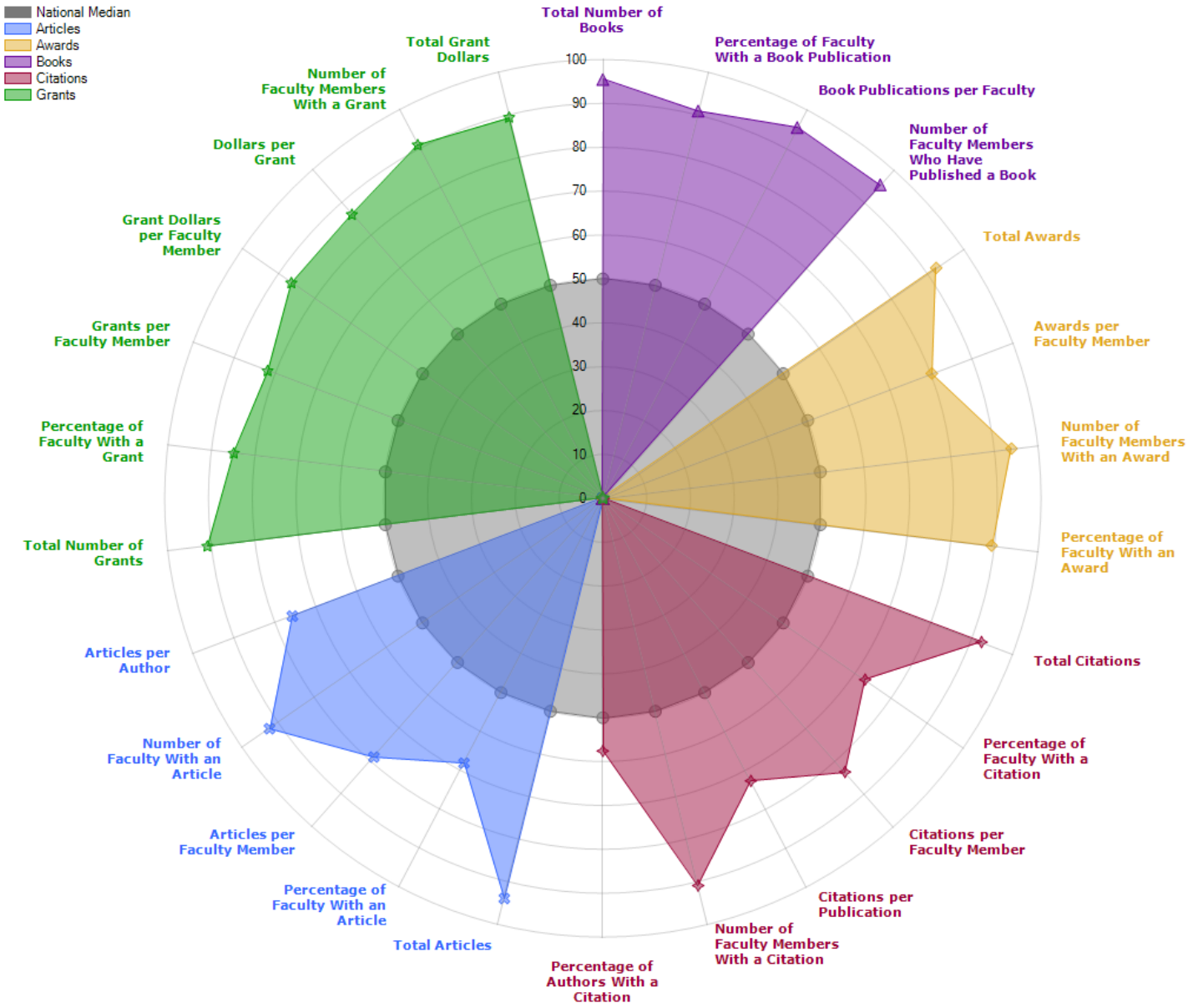
Department Radar - All Variables Summary

University of Connecticut | Educational Psychology, Department of



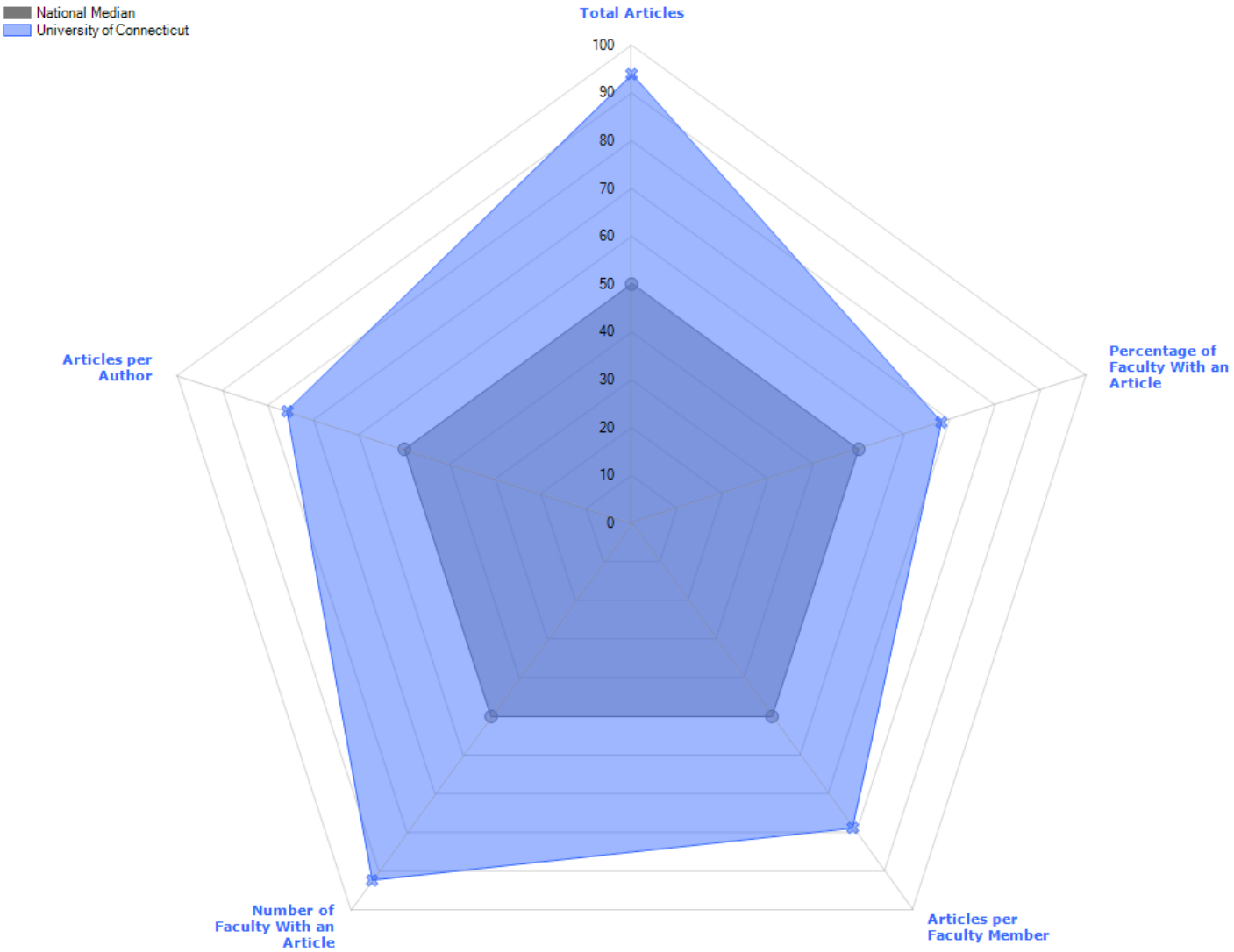
Department Radar - All Variables

University of Connecticut | Educational Psychology, Department of



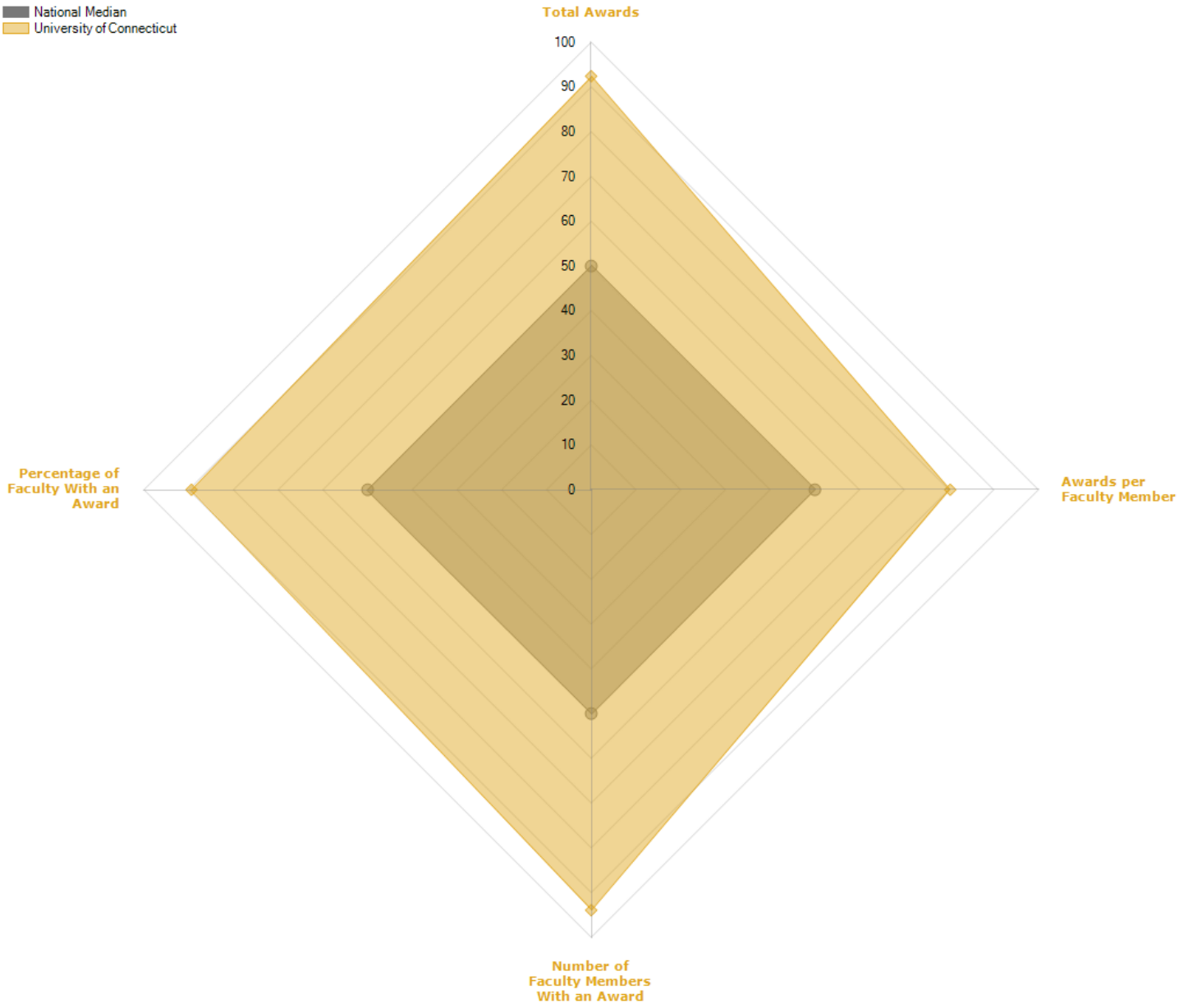
Department Radar - Articles

University of Connecticut | Educational Psychology, Department of



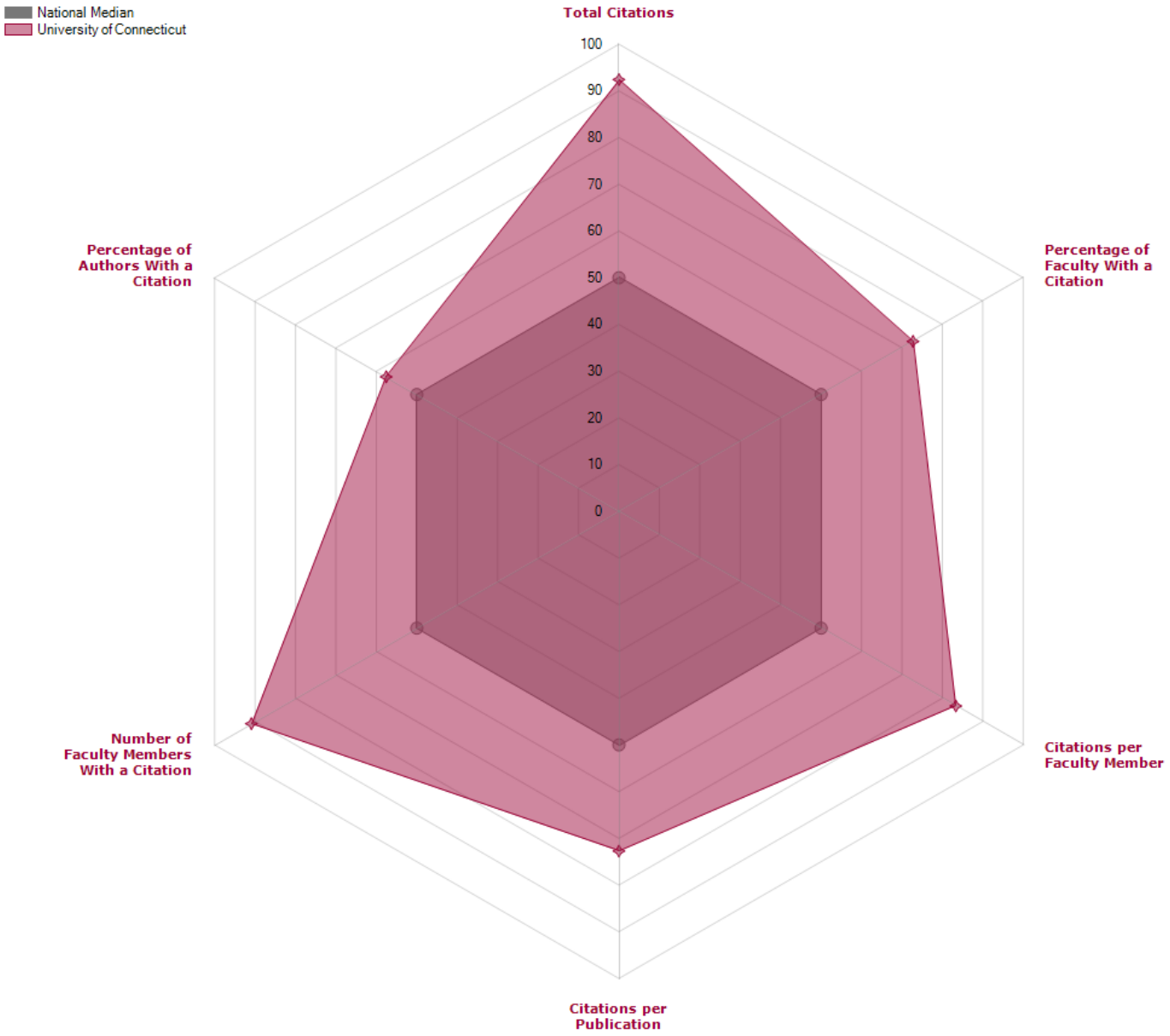
Department Radar - Awards

University of Connecticut | Educational Psychology, Department of



Department Radar - Citations

University of Connecticut | Educational Psychology, Department of

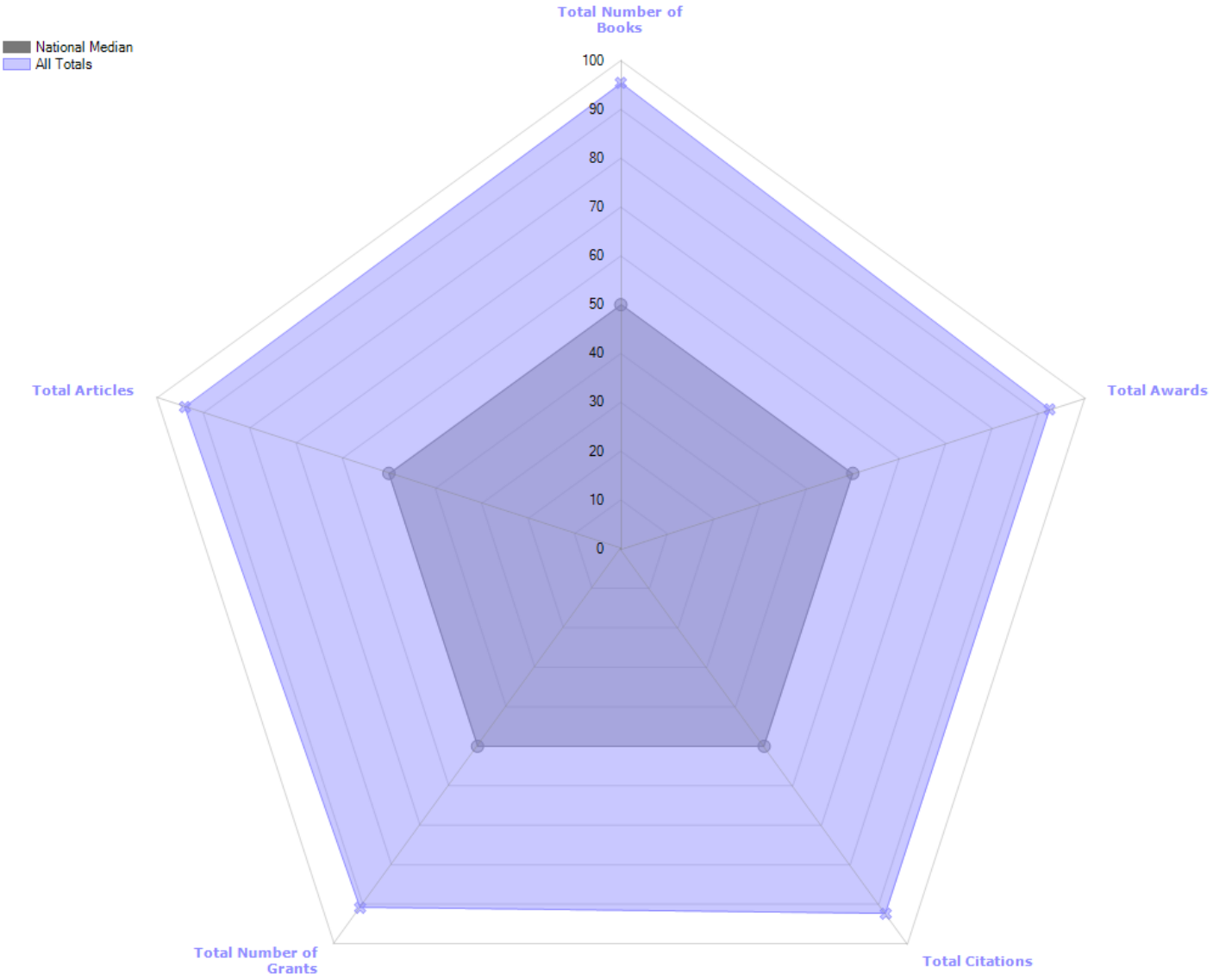


Department Radar - Grants

University of Connecticut | Educational Psychology, Department of

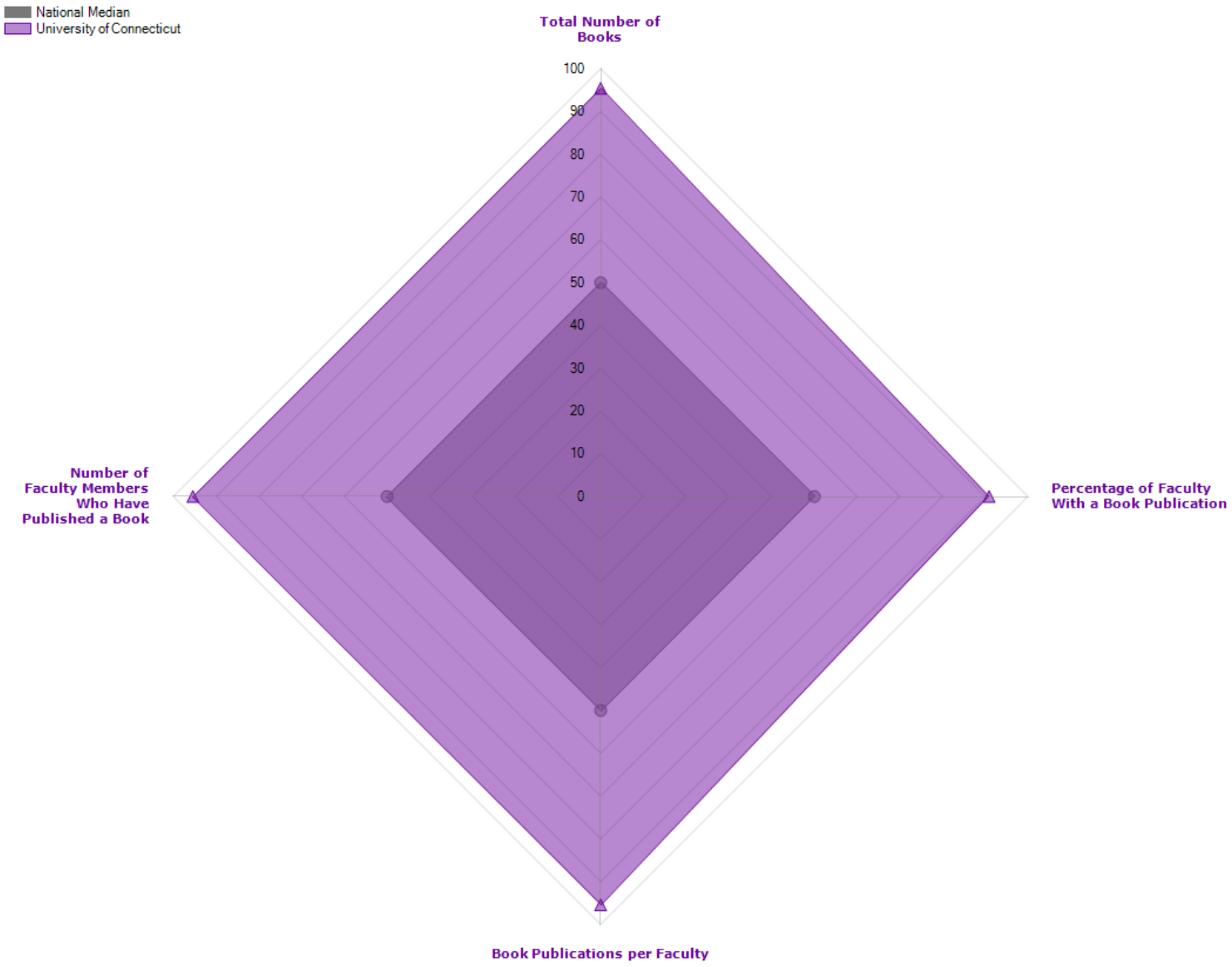
Department Radar - Totals

University of Connecticut | Educational Psychology, Department of



Department Radar - Books

University of Connecticut | Educational Psychology, Department of



Background and Justification for C & C request 2015

2 Summers MA in Learning Technology

[Note: this file is best viewed electronically as it contains color coding and hyperlinks]

Three course proposals are submitted for your review, associated with the 2 Summers MA/SD in Learning Technology program. These 3 courses have been taught before using the place-holder designation EPSY 5195 Special Topics and EPSY 5095 Practicum (see chart below in red). The current requests are made to provide these courses permanent designations of their own as follows:

Old Course ➔	Proposed New Course
EPSY 5195 Prosem	EPSY 52AA Professional Seminar in Learning Technologies
EPSY 5095 Practicum	EPSY 52ZZ Learning Technology Applied in Schools
EPSY 5195 Capstone	EPSY 52XX Capstone Course in Learning Technologies

Historically the place-holder designations were used because the content varied considerably from year to year. While that will still be true, routinely using the place-holder designations leads to 2 issues: 1) graduates of the course seeking course documentation to use in State or District processes prefer courses with documented goals; and 2) NCATE/CAEP accreditation has specific guidelines regarding EPSY 5095 practica, specifically, that do not apply to the 2 Summers course. As context for this request, below is an overview of the 2 Summers degree program in which these 3 courses are used.

UConn's Two Summers MA/SD in Learning Technology is a Master's and Sixth Year Diploma program designed for working teachers interested in wisely integrating learning technologies into classroom instruction. The program is aligned with the ISTE/NCATE NETS-C standards for digital age teachers/coaches, those who have the skills and knowledge to guide and support teachers to wisely integrate technology into their classroom teaching in an increasingly connected and global society. see http://www.iste.org/standards/standards-for-coaches. The program is run as small cohorts (15 to 20 students) where students have identical plans of study and progress through courses together. Variations of the program include a 25 or 30 credit option or the conferral of an MA or Sixth Year Certificate (as the choice of each student). The program admits practicing teachers or those with equivalent experiences in education. In 2013 the average GPA for admitted students was 3.70 which has held steady for the last few years.

Content Knowledge: consists of an understanding of contemporary hardware and software, Internet and offline computer-based tools used to support classroom instruction.

Pedagogy: consists of an understanding of instructional design methods, contemporary learning theory, and design research methods that enable the wise and successful integration of technology with classroom instruction.

Dispositions: consists of a world view in favor of risk taking, on-the-fly problem solving, instructional design principles, and learning through data-driven decision making based on classroom trials of technology.

The key comprehensive assessment is an e-portfolio in Taskstream. Since its inception in 2006, the Two Summers program has had 90 – 100% Completion rate and all students who submit the e-portfolio achieving at or above goal. As part of the e-portfolio of required program artifacts, the Two Summers program is researching a year-long game-based approach (called Project Technologia) to several of its standards, and is piloting a card-game based assessment, called Card-tamen, based on the TPACK (see http://www.tpack.org/) framework for technology integration.

History

The 2 Summers Program in Learning Technology was re-designed in 2006 as a reformulation of Master's and Sixth Year course offerings in the Educational Technology graduate degree program. The redesign included summer offerings and online versions of previously existing Fall and Spring semester courses. The program is approximately 45% online and 55% face-to-face instruction. The comprehensive exam is portfolio based and experience in building and using e-portfolios for learning and assessment are a designed student learning outcome. As a result of the 2006 re-design, the application pool changed from career MA students to nearly exclusively practicing teachers seeking a first or second MA degree (or Sixth Year Degree) with the intent to continue as classroom teachers. Admissions in 2006 included a small initial cohort. This grew to two cohorts of 15-20 students in 2007 and 2008. Starting in 2009 and continuing to the present this was reduced to one cohort of 15-20.

The program was designed in 2006 based on the ISTE/NCATE 2000 standards, NETS for teachers. In 2008 NETS for teachers standards (NETS-T) were revised and 2 Summers adopted those standards. In 2012, the NETS-C standards for "technology coaches" were published and the 2 Summers program was re-alignment to those standards, deemed the best fit for program objectives.

The program is run as a cohort, students have identical plans of study and progress through courses together. Variations of the program include a 25 or 30 credit option or the conferral of an MA or Sixth Year Certificate (as the choice of each student). The courses include:

Summer—Year One (on campus)	**Spring Semester (online)**
EPSY 5195 (3 credits--on campus)	**EPSY 5198** (3 credits--online)

ProSeminar in Learning Technology **EPSY 5520** (3 credits--on campus) Instructional Design	New Literacies for Interactive Learning Environments **EPSY 5601** (3 credits--online) Quantitative and Qualitative Research Methods **EPSY 5339** Assistive Tech for Curriculum Access (3 credits--online) **June** **EPSY 5235** (3 credits--blended) Multimedia Production
Fall Semester (blended) **EPSY 5220** (3 credits--online) Classroom Integration **EPSY 5510** (3 credits--online) Learning Theory **EPSY 5092** (3 credits-- blended) Implementation Assignment	**Summer—Year Two (on campus)** **EPSY 5195** (3 credits--on campus) Capstone Course- Teacher Professional Development and Comprehensive

The Comprehensive e-portfolio has been under continuous development since 2006. In 2012, the last completed cohort, it consisted of 15 artifacts collected from among 9 courses and related program work.

Technology should be used in support of content domain knowledge and in support of creative, contemporary pedagogy. It is not in and of itself a content area, but should be used in support of Math, Science, Language, Social Studies, Music, Art, and other content domains. The 2 Summers program content emphasizes a design experiment approach to technology integration.

Table 1. Program Key Assessments by Object type (content, pedagogy, disposition).

2 Summers Taskstream Artifacts	*Type of Objective evidenced*
Learning Technologies Essay	Awareness of emerging technologies
Sample Video	Instructional uses of video skills
Basic Tech Operation Skills	Wide range of basic technology skills
Formative Evaluation Plan	**Data-driven analysis**
335 Philosophy Statement	Attitudes of risk taking
Learning Final Exam	**Fluency with Learning Theory**
Technology Mediated Lesson	**Practical classroom trial**
Implementation Final Report	**Data-driven analysis**
Sample Web Page	Internet design skills

508 Compliance Check	Support for Universal Design
Sample Video	Instructional uses of video skills
Personal Goals	Attitudes of problem solving
Peer Review Final Report	**Collaborative professional growth**
New Literacies Artifact	Skills with contemporary literacy tools
PD Activity	Willingness to share expertise

Content Knowledge: consists of an understanding of contemporary hardware and software, Internet and offline computer-based tools used to support classroom instruction.

Pedagogy: consists of an understanding of instructional design methods, contemporary learning theory, and design research methods that enable the wise and successful integration of technology with classroom instruction.

Dispositions: consists of a world view in favor of risk taking, on-the-fly problem solving, instructional design principles, and learning through data-driven decision making based on classroom trials of technology.

1. **What data from key assessments indicate that candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards?**

Blue colored items in Table 1 (above) indicate knowledge-related artifacts.

2. **What data from key assessments indicate that candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice?**

Green colored items in Table 1 (above) indicate pedagogy-related artifacts.

3. **What data from key assessments indicate that candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession?**

Practicum activities documented in each student's Tasktream e-portfolio show how each student applied technology in their own classrooms and reflects within their own work and across classrooms on the wise integration of technology in instruction.

4. **What data from key assessments indicate that candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning?**

Each student constructs a Philosophy Statement that summarizes their understanding of major concepts and theories and how they apply to classroom instruction. In addition, each student submits a Formative Evaluation Plan and conducts a data-driven analysis of a classroom implementation event as part of their Fall Practicum.

Program Alignment with ISTE/NCATE/CAEP NET-C National Standards

Artifact	1. Visionary Leadership	2. Teaching, Learning & Assessment	3. Digital Age Learning Environments	4. Professional Development and Program Eval	5. Digital Citizenship	6. Content Knowledge and Professional Growth
Taskstream e-portfolio itself				Xa,c	Xa,b	
EPSY 5195 (3): 3 emerging Tech Essay	X		O			O
EPSY 5220): Sample Video			O	X	X	
EPSY 5195 (1): Digital Age Work and Learning skills			X, O		O	O
EPSY 5520: Formative Evaluation Plan		X, O	O			O
EPSY 5510: Philosophy Statement				X		O
EPSY 5092: Tech Mediated Lesson Plan		X				X
EPSY 5092: Implementation Final Report		X, O	X, O			
EPSY 5092: Lesson Video		X	X			
EPSY 5220: Sample Web Page		X			O	
EPSY 5220: 508 Compliance Check			O		X ,O	
EPSY 5220: Personal Tech Goals			X, O	X, O		X, O
EPSY 5092: Peer Review Final Report				X, O		
EPSY 5198: New Lit Artifact		X	X			
EPSY 5235: Multimedia Artifact		O	X, O		O	X, O
EPSY 5195 Capstone: PD Activity proposal		O	O	X, O		
EPSY 5195 Capstone: Pecha Kucha presentation						X
Project Technologia (game participation)	X		O	X		X
Card-tamen play	X	X				O
X = as designed by program faculty						
O = as reported by 2012 Cohort students (50%+)						

Admissions and enrollment statistics are given in the chart below.

	2013	2012	2011	2010	2009	2008	2007	2006
Applied	19	25	21	25	29	42	35	
Admitted	17	21	17	20	24	42	35	8
GPA (Ave)	3.70	3.68	3.70		3.32	3.35	3.03	
Gender M/F	1/15	4/17	3/14	9/11	8/16	4/38	19/16	3/5
Matriculated	16	19	17	20	19	38	35	7
No show	0	2	0	0	5	0	0	1
Un-reviewed	0	0	0	0	2	0	0	0
Reject	0	3	3	5	3	0	0	0
Deferred	1	1	1	1	3	1	2	
TS e-ports		17	17	20	19	38	35	7
Completed		89%	18 100%	20 100%	17 89%	38 100%	35 100%	6 86%

Notes: 2007 – 37 portfolios in TS include 2 traditional MA students
2008 TS includes 3 students with double entries, and 1 hold over from 2007
2009 includes 2 hold overs, 2 drops to part time from current group
2011 Graduates include 1 additional who started in 2009 and completed with 2011 cohort
2012 includes 1 dropped and 1 deferred intending to continue

EPSY 52AA
Professional Seminar in Learning Technologies
Educational Psychology Department

Syllabus – Summer 2015

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information

This course is part of the cohort program, 2 Summers MA/SD in Learning Technology, and is integrated within and supplemented by program resources and activities.

Course and Instructor Information

Course Title: Professional Seminar in Learning Technologies
Credits: EPSY 52AA
Format: blended, on campus
Prerequisites: none
Professor: Michael F Young, Ph.D.

Email: myoung@uconn.edu
Telephone: (860) 486-0182
Other:
Office Hours/Availability: Response time to email inquiries will typically be within 48 hours.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Textbook(s):

none

Course Resources Online:

See HuskyCT for online materials including pdf articles, websites, and interactive slide presentations.

2014 online readings included:

Course Description

Course Description from Course Catalog: Professional issues in the wise integration of learning technologies to classroom instruction.This course is part of the 2 Summers MA program in Learning Technology open to cohort members only.

This is the Professional Seminar for UConn's 2 Summers MA/SD in Learning Technology. This course introduces the issues and activities addressed in the program, including emerging technologies, issues of research on learning technologies, debates on contemporary topics, and the e-portfolio system used for comprehensive examination.

Course Objectives

Students completing this course should be able to:

1. Demonstrate continual growth in their technology knowledge, attitudes, and skills (via e-portfolio) to stay abreast of current and emerging learning technologies. [NETS-C 6a-c]
2. Use technology resources to engage in ongoing professional development and lifelong learning (relating research into practice in Learning Technologies). [NETS-C 4a-c]
3. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. [NETS-C 2c and 2f]
4. Design and develop professional development experiences for their peers related to the wise integration of technology into instruction [NETS-C 2].

   (note these standards refer to the national education technology standards for coaches (NETS-C) online at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-C_PDF.pdf)

Course Outline (and Calendar)

Day	Activities
Monday	Program Overview and administrative tasks (e.g., get photo ids), Dean's welcome, Intro to HuskyCT, APA style, Digital Work and learning skills assignment
Tuesday	Project Technologia Intro, Creativity and Technology (guest speaker), Emerging Technologies Essay assignment, Card Tamen demo
Wednesday	Contemporary Topic Debate 1, Video Production assignement, New Literacies perspective (guest speaker), html in HuskyCT and beyond
Thursday	Contemporary Issues Debate 2, Assistive Tech and Universal Design (guest speaker), Clark/Kozma Smart Tech discussion
Friday	Needs Analysis, TPACK and TPACKL perspectives, Instructional Design for teachers
Saturday	Video Production assignment, editing, presentation and reflection.

Course Requirements and Grading

Course Artifacts uploaded to Taskstream:

Course Components	Weight	Signature Assignments
3 Technologies Essay	45%	.docx file in TS
Digital Age Work and Learning Skills	15%	.docx file in TS
E-portfolio creation in Taskstream	10%	Submission in TS
Video Assignment upload with reflection	10%	Graded in TS
HuskyCT posting and debate gdocs	20%	Gdoc and discussion log

3 technologies Essay
Select 3 emerging technologies that you might use to enhance a classroom lesson, describe the media's impact on learning (in light of Kozma- Clark debate), also list any new literacies that might be developed as a result of integrating these technologies. A major part of your EPSY ProSem grade will be your ability to synthesize the week's activities into coherent implications for your classroom practice. Read Kozma and Clark articles and review other relevant resources as you wish. Select 3 emerging technologies that you might use to enhance a classroom lesson, in a well organized essay (max 12 pages plus APA style references), describe the impact you think these technologies would have on your students' learning (in light of Kozma- Clark debate), list any new literacies that students might need to develop as a result of integrating these technologies. Submit this essay to the course instructors by the agreed deadline. You will be given feedback and one opportunity for revision before final grading. Further assignment details online at
http://web.uconn.edu/myoung/Proposal%20Essay.htm

Digital Age Work and Learning Skills Assignment
Demonstrate your knowledge, skills, dispositions and abilities related to digital age work and learning tools through the use of screenshots and reflections related to the following areas: Technology fluency, Collaboration, Communication, Information Literacy, and ethics. Details of this assignment and a scoring rubric are available within the Taskstream DRF.

E-portfolio Creation
As a cohort, create a digital time capsule with your collective wisdom from having completed the 2 Summers program. This advice will be shared with the incoming cohort in a briefing, not to exceed 15 minutes. You can use any format/media to complete this assignment-- short video, slides, illustrated essay, video game, would all be acceptable. Your advice should be both academic and practical, including how to benefit optimally from the content and activities... and survive with a modicum of sanity.

Video Production Assignment
Create a digital video, up to 3 minutes long, using a digital movie camera and iMovie or Movie Maker. The video should be designed to show your understanding of one of the following topics: Web Technology, Professional Development and Technology, Assistive Technology, Problem-solving learning environments with technology, Digital Ethics, safety and security. Consider this a tutorial your fellow graduate students who have not enrolled in an educational technology course.
Transmedia Bonus Challenge: Contextualize your video as one component of a larger transmedia storytelling event on your selected topic. Create the video and describe how it would fit with other story elements delivered through other media.

HuskyCT posting and collaborative debate via gDocs
You will be asked to post using HuskyCT's threaded discussion tool related to various topics throughout the week. Participation in these forums is graded based on a qualitative scale, described online at http://web.uconn.edu/myoung/OLPostRubric.html. In addition, the course includes several debates requiring collaborative co-writing in google docs. These gdoc artifacts will be submitted as part of the scoring of the debate participation.

Grading Scale:

Graduate

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the online syllabus available in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in*

an appropriate manner.

Late Policy...

Feedback and Grades

I will make every effort to provide feedback within 7 days of course artifact submission**.** To keep track of your performance in the course, refer to My Grades in HuskyCT. Please keep in mind that review of your Comprehensive e-portfolio is done by you advisor and associated advisors and may extend through the summer months.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Scholarly Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Registration Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from Blackboard's Accessibility Information)

Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access
- Presentation software (Powerpoint, Prezi, etc.)
- Digital Video capture and editing software
- Taskstream e-portfolio access (provided by 2 Summers program)

(add additional items as needed)

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

(add additional skills as needed)

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

CURRICULA ACTION REQUEST FORM

NEAG School of Education
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only **after** the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EPSY 52AA Current ☐ Proposed ☒

COURSE TITLE Professional Seminar in Learning Technologies

INITIATING DEPARTMENT EPSY

CONTACT PERSON Michael Young U-BOX 3064

TELEPHONE 6-0182 E-MAIL myoung@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Michael Young, Ph.D.

ACTION REQUESTED (check all that apply)

Course: ☒ new ☐ revision
☐ experimental ☐ dropping course

Program/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Year:

CIRCULATION TO DEPARTMENTAL CHAIRPERSON
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☒ EPSY ☐ EDLR ☐ EDCI

INTERNAL USE ONLY:
DATE ENTERED INTO NSOE DATABASE
DATE FORMS SENT TO REGISTRAR
INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

1. **PROPOSED** TITLE AND COMPLETE CATALOG COPY:
   (Include course credits and restrictions for registration)

Title Professional Seminar in Learning Technologies

Catalog Copy:
Professional issues in the wise integration of learning technologies to classroom instruction.This course is part of the 2 Summers MA program in Learning Technology open to cohort members only.

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

This course has been taught several times as EPSY 5092 and should be given its own course number to simplify documentation for 2 Summers students and to clarify its role for NCATE/CAEP review.

3. **COURSE SYLLABUS** (including course description and course outline)
   Attached file name Prosem Syllabus Template 2015.docx

4. **Supporting documentation that MUST be provided at the time of submission:**
   a. Departmental minutes [File attached name]

b. Department chairperson's (all departments) approval (email)
c. PeopleSoft form (undergraduate course) [attached yes]
d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS

1. **EXISTING** TITLE AND **COMPLETE CATALOG COPY**:

2. **PROPOSED** TITLE AND COMPLETE CATALOG COPY:
   (Include course credits and restrictions for registration)

3. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

4. **COURSE SYLLABUS** (including course description and course outline)
   Attached file name

5. **Supporting documentation that MUST be provided at the time of submission:**
   a. Departmental minutes [File attached name]
   b. Department chairperson's (all departments) approval (email)
   c. PeopleSoft form (undergraduate course) [attached yes]
   d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROP A COURSE

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

a. Departmental minutes [File attached name]
b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CONCENTRATION CHANGES

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

a. Old eight semester sequence [filename]
b. Departmental minutes [filename]
c. Department chairperson's (all departments) approval (email)
d. PeopleSoft form (undergraduate course) [attached yes]
e. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM OR CONCENTRATION

1. PROPOSED PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

4. Supporting documentation that MUST be provided at the time of submission:

a. Departmental minutes [filename]
b. Department chairperson's (all departments) approval (email)
c. PeopleSoft form (undergraduate course) [attached no]
d. Graduate School Transmittal form (if graduate course) [attached yes]

- If new courses are proposed as a part of the proposed program or concentration, please include the new course proposals with the new program or concentration proposal.

EPSY 52XX
Capstone Course in Learning Technologies
Educational Psychology Department

Syllabus – Summer 2015

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information

This course is part of the cohort program, 2 Summers MA/SD in Learning Technology, and is integrated within and supplemented by program resources and activities.

Course and Instructor Information

Course Title: Capstone Course in Learning Technologies
Credits: EPSY 52XX
Format: blended, on campus
Prerequisites: none
Professor: Michael F Young, Ph.D.

Email: myoung@uconn.edu
Telephone: (860) 486-0182
Other:
Office Hours/Availability: Response time to email inquiries will typically be within 48 hours.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Textbook(s):

none

Course Resources Online:

See HuskyCT for online materials including pdf articles, websites, and interactive slide presentations.

2014 online readings included:

1. Pennuel et al (2007). What makes PD effective?

Penuel, W.R., Fishman, B.J., Yamaguchi, R., Gallagher, L.P. (2007). What makes professional development effective? Strategies that foster curriculum implementation, *American Educational Research Journal, 44* (4), pp. 921-958.

2. 2012 Standards for Prof Learning (pdf) from LearningForward

online at http://learningforward.org/standards-for-professional-learning#.VRBdzmbZ6FM

3. Sheckley et al. (2009) handbook: Enhancing the Development of Educational Leaders

(available as pdf document)

4. Saylor & Kehrhahan (2011) Teacher Skills get an upgrade.

Saylor, P. & Kehrhahan, M. (2003). Teacher skills get an upgrade. National Staff Development Council, 24 (1). 48-52.

5. Sun et al. (2013). Shaping PD to promote diffusion…

Sun, M., Penuel, W.R., Frank, K.A., Gallagher, H.A., Youngs, P. (2013). Shaping Professional Development to Promote the Diffusion of Instructional Expertise Among Teachers, *Educational Evaluation and Policy Analysis, 35* (3), pp. 344-369.

6. Crow (2010). Interview with Chris Dede: Learning No Matter Where You Are.

(available as pdf)

7. Allen School CBAM data 1999-2001

Concerns-Based Adoption Model website data at http://www.sedl.org/cbam/

8. Grossman (2001). Teacher Community.

Grossman, P., Wineburg, S., Woolworth, S. (2001). Toward a theory of teacher community, *Teachers College Record, 103* (6), pp. 942-1012.

Course Description

Course Description from Course Catalog: E-Portfolio preparation, technology-based professional development design, and program completion artifacts. This course is part of the 2 Summers MA program in Learning Technology open to cohort members only.

This is the Capstone course for UConn's 2 Summers MA/SD in Learning Technology. This course supports student reflection in preparation for the Comprehensive e-portfolio submission. It also extends focus beyond individual student technology integration to establish the technology coach perspective for providing teacher professional development, drawing on contemporary research on innovative PD.

Course Objectives

Students completing this course should be able to:

1. Demonstrate continual growth in their technology knowledge, attitudes, and skills (via e-portfolio) to stay abreast of current and emerging learning technologies. [NETS-C 6a-c]
2. Use technology resources to engage in ongoing professional development and lifelong learning (relating research into practice in Learning Technologies). [NETS-C 4a-c]
3. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. [NETS-C 2c and 2f]
4. Design and develop professional development experiences for their peers related to the wise integration of technology into instruction [NETS-C 2].

   (note these standards refer to the national education technology standards for coaches (NETS-C) online at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-C_PDF.pdf)

Course Outline (and Calendar)

Day	Activities
Monday	Overview of Requirements, Taskstream Presentation Portfolios, Review of Project Technologia, TPACKL round of Card Tamen, Project Tech Episode 5.2
Tuesday	Project Tech Episode 5.3 posting, PD expert guest speaker (historically Marijke Kehrhahan, Card tamen round 2, Project Tech Episode 5.4
Wednesday	Policy and Technology issues, Card Tamen Round 3, Proj Tech Episode 6.0 (draft PD plans due for review)
Thursday	PD plan development, Continuing Taskstream Peer review
Friday	Ignite/Pecha Kucha presentations Project final wrap-up

Course Requirements and Grading

Course Artifacts uploaded to Taskstream:

Course Components	Weight	Signature Assignments
Comprehensive E-portfolio Preparation (final revision for MA)	25%	TS portfolio
E-portfolio Peer Review & Reflection	15%	Comments in Taskstream
Multimedia advice for in-coming Cohort	10%	Multimedia file
Peer Inservice PD Design	40%	PD plan (docx)
Friday Pecha Kucha/Ignite	10%	Ignite Presentation (pptx)

Comprehensive E-portfolio Preparation
In lieu of the comprehensive exam required by the Graduate School, your e-portfolio will be given a summative evaluation, on a pass/fail basis, to determine successful completion of your degree program. Your final "presentation" e-portfolio should contain substantive evidence in all the required categories, as well as your personal reflections on them. Your reflections should contain personal as well as scholarly judgments about your coursework and associated artifacts, as address the NETS-C standards for technology coaches.

E-portfolio Peer Review & Reflection
Students will review and comment on two classmate's draft portfolios and provide at least two (2) iterations of constructive feedback to a peer. Peers will provide meaningful substantive feedback in a supportive positive way. Feedback on each students' own portfolio should be used to revise and expand the e-portfolio materials for final presentations.

Multimedia advice for incoming Cohort
As a cohort, create a digital time capsule with your collective wisdom from having completed the 2 Summers program. This advice will be shared with the incoming cohort in a briefing, not to exceed 15 minutes. You can use any format/media to complete this assignment-- short video, slides, illustrated essay, video game, would all be acceptable. Your advice should be both academic and practical, including how to benefit optimally from the content and activities... and survive with a modicum of sanity.

Peer Inservice PD Design
Drawing from your 2 Summers year of work, develop a plan and supporting materials for one PD activity the wise use/integrate of an emerging technology, putting theory into practice. The PD documentation must include exemplar materials, a separate 2-5 page description that includes: a thoughtful description of the population targeted, clear objectives, clear instructions for how the activities will be conducted (timeframe and schedule), and a description of how the outcomes will be assessed. The only (and major) constraint is that it CANNOT be a 1-time bullet workshop. You will be rewarded for an activity that uses technology to support a student-centered environment, so consider how 1-day events might be extended with online activities before and after and how they can tap into a longer term rich and meaningful community of learners such as data teams and online teacher communities. [NETS-C Standards 1 and 2]

Friday Pecha Kucha/Ignite
Friday of Capstone week will feature a brief presentation by each of the candidates, using the Pecha Kucha/ Ignite format. This assignment should present 1 example you select of a creative use of classroom technology and in the 5 minute format you should describe the technology, its use in the classroom (pedagogy), the content it addresses (drawing from Common Core State Standards), and the learning theory that would support or explain its effectiveness (think TPACK-L).

Grading Scale:

Graduate

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the online syllabus available in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy...

Feedback and Grades

I will make every effort to provide feedback within 7 days of course artifact submission**.** To keep track of your

performance in the course, refer to My Grades in HuskyCT. Please keep in mind that review of your Comprehensive e-portfolio is done by you advisor and associated advisors and may extend through the summer months.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Scholarly Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Registration Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

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(add additional items as needed)

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- Open and access PDF files.

(add additional skills as needed)

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

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Curricula and Courses Committee

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COURSE NUMBER EPSY 52XX Current ☐ Proposed ☒

COURSE TITLE Capstone Course in Learning Technologies

INITIATING DEPARTMENT EPSY

CONTACT PERSON Michael Young U-BOX 3064

TELEPHONE 6-0182 E-MAIL myoung@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Michael Young, Ph.D.

ACTION REQUESTED (check all that apply)

Course: ☒ new ☐ revision
☐ experimental ☐ dropping course

Program/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Year:

CIRCULATION TO DEPARTMENTAL CHAIRPERSON
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☒ EPSY ☐ EDLR ☐ EDCI

INTERNAL USE ONLY:
DATE ENTERED INTO NSOE DATABASE
DATE FORMS SENT TO REGISTRAR
INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

1. **PROPOSED** TITLE AND COMPLETE CATALOG COPY:
   (Include course credits and restrictions for registration)

Title Capstone Course in Learning Technologies
Catalog Copy:
E-Portfolio preparation, technology-based professional development design, and program completion artifacts. This course is part of the 2 Summers MA program in Learning Technology open to cohort members only.

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

This course has been taught several times as EPSY 5092 and should be given its own course number to simplify documentation for 2 Summers students and to clarify its role for NCATE/CAEP review.

3. **COURSE SYLLABUS** (including course description and course outline)
   Attached file name Capstone Syllabus Template 2015.docx

4. **Supporting documentation that MUST be provided at the time of submission:**
   a. Departmental minutes [File attached name]
   b. Department chairperson's (all departments) approval (email)
   c. PeopleSoft form (undergraduate course) [attached yes]
   d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS

1. **EXISTING** TITLE AND **COMPLETE CATALOG COPY**:

2. **PROPOSED** TITLE AND COMPLETE CATALOG COPY:
   (Include course credits and restrictions for registration)

3. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

4. **COURSE SYLLABUS** (including course description and course outline)
   Attached file name

5. **Supporting documentation that MUST be provided at the time of submission:**
   a. Departmental minutes [File attached name]
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   c. PeopleSoft form (undergraduate course) [attached yes]
   d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROP A COURSE

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

a. Departmental minutes [File attached name]
b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CONCENTRATION CHANGES

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

a. Old eight semester sequence [filename]
b. Departmental minutes [filename]
c. Department chairperson's (all departments) approval (email)
d. PeopleSoft form (undergraduate course) [attached yes]
e. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM OR CONCENTRATION

1. PROPOSED PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

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a. Departmental minutes [filename]
b. Department chairperson's (all departments) approval (email)
c. PeopleSoft form (undergraduate course) [attached no]
d. Graduate School Transmittal form (if graduate course) [attached yes]

- If new courses are proposed as a part of the proposed program or concentration, please include the new course proposals with the new program or concentration proposal.

UCONN
UNIVERSITY OF CONNECTICUT

COURSE NUMBER
Course Title
Educational Psychology Department

Syllabus – Fall 2015

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information

This course is part of the cohort program, 2 Summers MA/SD in Learning Technology, and is integrated within and supplemented by program resources and activities.

Course and Instructor Information

Course Title: Learning Technology Applied in Schools
Credits: 3
Format: Online
Prerequisites: none
Professor: Dr. Linda Robinson

Email: Email RobinsonLE@mansfieldCT.org (preferred method of contact)
Telephone: Office phone # 860-429-5004, ext. 183
Other: cell # 860-420-7614; home # 860-429-6549
Office Hours/Availability: please email first to arrange a time to call

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials:

- Carr-Chellman, A. (2011). *Instructional design for teachers: improving classroom practice*
- Frankel, Wallen, and Huyn. *How to Design and Evaluate Research in Education* (9th edition)
- Ormrod, J. E. (2012). *Human learning* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Optional Materials:

TPACK online site and references, and other online resources.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Catalog Description:

Applied project work integrating technology into classroom instruction. This course is part of the 2 Summers MA program in Learning Technology open to cohort members only.

Additional Instructor description:

In this online course students will design, develop, pilot, and evaluate an instructional unit that wisely integrates technology into a PK-12 (or other approved) instructional environment. Applying theories of learning, strategies of instructional design, and practices of technology integration, students will assess, reflect upon, and make future recommendations about their technology integration project. This course develops competencies of collecting, summarizing, and applying formative assessment practices to inform and guide the use of technology

to meet the needs of diverse learners. Students will interact and collaborate with the instructor and peers via the Blackboard course discussion board and/or other social media formats. This course is intended to be integrated with other 2-summers courses, in that the instructional unit chosen for this course should be, although they are not required to be, the same as those investigated in EPSY 5520 and/or identified in the ESPY 5195 essay on emerging technologies. In addition, strategies and theories from EPSY 5220 and EPSY 5510 on instruction and learning will also be applied in this course.

Course Objectives

By the end of the semester, students should be able to:

Demonstrate the following competencies in the design and delivery of a technology-enhanced instructional project:

1. Identify opportunities where learning technologies can enrich a K-12 classroom
2. Select an appropriate instructional technology to integrate into the classroom
3. Connect the enhancement of the learning outcomes to the use of the technology
4. Develop an assessment plan to evaluate the success of the integration
5. Select or produce the evaluation tools needed to conduct a formative evaluation
6. Specify data-driven revisions resulting from formative evaluation
7. Reflect upon the implementation process and future directions

Course Outline (and Calendar if Applicable)

Date of Completion	Course Component to Complete
August 31st	Introductions post on HuskyCT
September 14th	Integration Project Proposal **submission**
September 26th	Provide online feedback to your peers
September 28th	Integration Project Formative Assessment Plan **submission**
October 12th	Provide online feedback to your peers
December 7th	Integration Project Final Report **submission**
Decemer14th	Digital Narrative **submission** and all required artifacts uploaded to Taskstream

Course Requirements and Grading

Summary of Course Grading (Key artifacts uploaded to Taskstream e-Portfolio):

Course Components	Weight
Technology integration project proposal *(includes upload to HuskyCT)*	10%
Technology integration project formative assessment *(includes upload to HuskyCT)*	20%
Technology Integration project Final Report *(includes upload to Taskstream)*	40%
Online postings in HuskyCT	20%
Digital Narrative *(includes upload of document and video to Taskstream)*	10%

Technology Integration Project -- Proposal (10%)

You will develop a well-organized, clearly written proposal (about 1-2 pages) that describes the instructional technology you intend to integrate and how you intend to decide if the integration is successful. In other

words, how will you determine if the use of the technology helped to support the learning outcomes? You will also describe the timeline of your project. This overview will be posted online in *Blackboard* /HuskyCT for the class to read and reflect upon.

Technology Integration Project -- Formative Assessment Plan (20%)

You will submit a brief overview of the assessment tools you will use in your project (about 1 page in length). You will also provide draft copies of **all** assessment tools that you plan to use in your project. This information will be posted online in *Blackboard* /HuskyCT for the class to read and reflect upon.

Technology Integration Project -- Final Report (40 %)

This report should build upon the proposal and assessment plan you previously submitted. Please use APA formatting. This document will also be uploaded to *Taskstream*. It should contain clearly labeled sections for each of the following areas: title page; Instructional Overview section; Purpose/Objectives section; Formative Assessment section; Data section; Analysis/Results section; Reflection section; Future Directions section; and Works Cited section.

Online Postings (20%)

During this course you will be asked to regularly post assignments online in Blackboard and to provide feedback to peers on their technology integration projects as well as to reflect on scenarios posted by the instructor. Students will actively participate in discussing and reflecting on the process of technology integration and the formative assessment process.

Digital Narrative (10%)

You will complete a narrative in *Taskstream* that discusses your thoughts about this project and the process you underwent to complete it. As a technology leader, what advice or suggestions would you make to other educators about to tackle a similar project? This assignment will have **two** parts, both a written narrative and a **short** video.

Additional Assignments Details:

Technology Integration Project -- Proposal (10%)

You will develop a well-organized, clearly written proposal that describes the instructional technology you intend to integrate and how you intend to determine if the integration is successful. In other words, how will you determine if the technology you are integrating helped support the learning outcomes? You will also describe the timeline of your project. This overview will be posted online in *Blackboard* for the class to read and reflect upon. This proposal should contain the following information:

a. Identify the classroom environment and the learners where the instructional technologies can extend and enrich a PK-12 classroom
b. Provide a clear overview of the instructional environment (describe classroom environment, learner characteristics, lesson objectives, description of lesson process/procedures. Reference instructional learning objectives/standards for the content area and CCSS.
c. Think about how the proposed use of the technology will enhancing student learning over no technology or another technology. (i.e., use of a blog to improve student writing over use of a paper/pen journal or use of Google Voice over traditional voice lab or use of web-based Emodo over PPT presentation).
    - Is the technology being used "Just because it's there"?
    - Is the technology allowing the teacher/students to do Old things in Old ways?
    - Is the technology allowing the teacher/students to do Old things in New ways?
    - Is the technology creating new and different learning experiences for the students?
d. Clearly link the use of the proposed technology to the enhancement of student learning outcomes of the instructional unit under study Purpose/Objective of the technology integration— describing the technology under review and **clearly connect the technology to be integrated to the support of learner outcomes**. What do you hope the proposed technology will do to enhance student learning? Reference technology best practices, learning theories, Instructional Design practices. ISTE, etc.

e. Describe how you will address the issues of differentiation, special needs learners, and/or the use of adaptive and assistive technologies in your project based on your student population.
f. Describe briefly the types of formative assessments to be used and how the data will be collected, summarized, examined.

Technology Integration Project—Formative Assessment Plan (20%)

You will submit a brief overview of the assessment tools you will use in your project. You will provide draft copies of **all** assessment tools that you plan to use in your project. This information will be posted online in *Blackboard* for the class to read and reflect upon. When completing this assignment consider:

a. What are the variables you hope will be enhanced by the integration of technology into your classroom.
b. Describe when and how you will collect assessment data for your project.
c. Make sure that the data collected actually connects to the goal/purpose for using the technology.
d. Submit copies of the assessment tools (i.e., student surveys, observation rubrics, etc.) as attachments that you will use to collect your data.

Technology Integration Project -- Final Report (40 %)

This report should build upon the preliminary plan. Please use APA formatting. This document will also be uploaded to *Taskstream*. It should contain a clearly labeled section for each of the following areas:

a. Title page
1. Please provide basic information about you and your project

b. Instructional Overview Section
1. Include an overview that clearly describes the classroom, learner characteristics, lesson content objectives, and a summary description of lesson process/procedures.
2. Reference instructional learning objectives/standards for the content area and/or CCSS.

c. Purpose/Objectives Section
1. How did you hope that technology would enhance learning outcomes?
2. Describing the technology under review and clearly connect integration to learner outcomes. What are the variables you will explore?
3. You should reference technology best practices, learning theories, ID practices, and standards (ISTE standards, CCSS areas etc.) that support your plan.

d. **Formative Assessment Section**
1. Describe the formative assessments you used and the process/timeline used to collect the data. Attach the assessment tools (i.e., student surveys, observation rubrics) in the appendix.

e. Data Section
1. Summarize the quantitative data you collected using tables/charts/graphs so the reader easily understands your data. Summarize qualitative data with summary statements or examples of quotes/responses from surveys or interviews. If desired attach raw data in the appendix of your report or provide a link to your data.

f. Analysis/Results Section
1. What steps did you take to examine your data? What does your data suggest?
2. Look at the data you are comparing. What do you think it says?

3. Think about the data collection process. Describe any problems that occurred in collecting the data or in delivery of the instruction. This is just a description, not an explanation.
4. Are the results the same for different types of learners? Consider showing data for different types of students to compare results.

g. Reflection Section

1. Overall, how did the project unfold? Did the technology enhance student learning? Did you get the results you expected? Why or why not? Did you learn something unexpected?
2. Consider in your reflection the theoretical framework, based in Learning Theory, which you identified in your proposal. Do your results support your theoretical framework and explain your results or not?
3. Reflect upon the process of undertaking a formative assessment and the tools/methods that you used.

h. Future Recommendations Section

1. If you or someone else were to undertake a similar investigation, what would you do different in that future study?
2. Would you structure the lesson differently, change how you prepped the students, use a different technology, and/or explore it in a different setting?
3. What else should folks look into?
4. Given your results, would you reconsider your theoretical framework? Are there other implications you would like to explore based on a different framework?

i. Works Cited

1. Use APA formatting and provide a citation list for any resources referenced in your report.

Online Postings (20%)

Help to establish a community of practice by actively communicating with peers, sharing resources, and collaborating on project assessments via Blackboard or other course social media. During the course you will be asked to regularly post assignments online in Blackboard and to provide feedback to peers on their technology integration projects. Your grade in this area will e determined based on your reflective feedback to colleagues. You do not have to read every paper/project, but you should read several and respond to those you have feedback to offer. Feedback needs to be provided in a timely fashion so that is it useful to your classmates.

Digital Narrative (10%)

You will complete a digital narrative in *Taskstream* that discusses your thoughts about this project and the process you underwent to complete it. This assignment will have **two** parts.

Part A

There is a written component (about 1 page in length) that should convey your experience and include:

- Learning outcome goals
- Evidence of student learning
- Value added by instructional technology
- Issues presented by the use of technology (class management, lab configuration, pre-teaching specific technology skills, etc.)
- Issues presented in conducting the assessment
- What you learned from the experience and how you grew as an educator. As a technology leader, what advice or suggestions would you make to other educators about to tackle a similar project?

Part B

In addition, using software (iMovie, Windows Moviemaker, Photo Story for Windows, or another digital video tool) and/or hardware (digital camcorder, cell phone, or any device that takes pictures) -----of your choice---- you will create a short visual narrative about this experience. The point is for you to tell the story about the time you spent integrating and assessing the technology in the classroom, so you should choose the technology that you are most comfortable with and that will allow you to best communicate your message. Feel free to be creative in your digital storytelling. You will upload the final product to Taskstream. Please be mindful of videotaping restrictions of students involved in your project. You may either upload a 2 minute video clip directly into Taskstream or you may upload the video to a secure (password protected) location such as YouTube or Dropbox and embed that link into Taskstream.

Grading Scale:

Graduate

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the online syllabus available in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

This course involves students independently working on a project applied to an educational setting, as such this may require flexibility with regards to due dates for assignments. The instructor will be flexible with due dates at no penalty if arrangements are made in advance.

Feedback and Grades

I will make every effort to provide feedback and grades during the semester in within 48 hours from the initial email contact. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Scholarly Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Registration Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special

arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from Blackboard's Accessibility Information)

Software Requirements and Technical Help

- Word processing software
- Digital video capture and editing software (e.g., iMovie)
- Online video conferencing capability (e.g., G+ Hangout)
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Digital documentation skills (video, video editing)
- Online conferencing and chat capabilities.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

CURRICULA ACTION REQUEST FORM

NEAG School of Education
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only **after** the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER 52ZZ Current ☐ Proposed ☒

COURSE TITLE Learning Technology Applied in Schools

INITIATING DEPARTMENT EPSY

CONTACT PERSON Michael Young U-BOX 3064

TELEPHONE 6-0182 E-MAIL myoung@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) adjuncts (e.g., Dr. Linda Robinson)

ACTION REQUESTED (check all that apply)

Course: ☒ new ☐ revision
☐ experimental ☐ dropping course

Program/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Year:

CIRCULATION TO DEPARTMENTAL CHAIRPERSON
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EPSY ☐ EDLR ☐ EDCI

INTERNAL USE ONLY:
DATE ENTERED INTO NSOE DATABASE
DATE FORMS SENT TO REGISTRAR
INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

1. **PROPOSED** TITLE AND COMPLETE CATALOG COPY:
   (Include course credits and restrictions for registration)

EPSY 52ZZ Learning Technology Applied in Schools. (3 credits)
Applied project work integrating technology into classroom instruction. This course is part of the 2 Summers MA program in Learning Technology open to cohort members only.

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

This course is a central component of the 2 Summers MA/SD in Learning Technology. During Fall Semester of this cohort program, students are asked to conduct authentic design research in applied settings under supervision of faculty. This course has historically been offered to 2 Summers MA/SD students as a 5092 Practicum with the associated assignments of conducting, analyzing and revising a technology-enhanced lesson in the classroom. NCATE accreditation does not consider such assignments "practicum" experiences which has caused confusion in the past. Moving this is a course with its own number will address this concern.

3. **COURSE SYLLABUS** (including course description and course outline)
   Attached file name LTAS_Syllabus

4. **Supporting documentation that MUST be provided at the time of submission:**

a. Departmental minutes [File attached name]
b. Department chairperson's (all departments) approval (email)
c. PeopleSoft form (undergraduate course) [attached yes]
d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS

1. **EXISTING** TITLE AND **COMPLETE CATALOG COPY**:

2. **PROPOSED** TITLE AND COMPLETE CATALOG COPY:
   (Include course credits and restrictions for registration)

3. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

4. **COURSE SYLLABUS** (including course description and course outline)
   Attached file name

5. **Supporting documentation that MUST be provided at the time of submission:**
   a. Departmental minutes [File attached name]
   b. Department chairperson's (all departments) approval (email)
   c. PeopleSoft form (undergraduate course) [attached yes]
   d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROP A COURSE

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

a. Departmental minutes [File attached name]
b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CONCENTRATION CHANGES

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

a. Old eight semester sequence [filename]
b. Departmental minutes [filename]
c. Department chairperson's (all departments) approval (email)
d. PeopleSoft form (undergraduate course) [attached yes]
e. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM OR CONCENTRATION

1. PROPOSED PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

4. Supporting documentation that MUST be provided at the time of submission:

a. Departmental minutes [filename]
b. Department chairperson's (all departments) approval (email)
c. PeopleSoft form (undergraduate course) [attached no]
d. Graduate School Transmittal form (if graduate course) [attached yes]

- If new courses are proposed as a part of the proposed program or concentration, please include the new course proposals with the new program or concentration proposal.

Recommended Elements of a Syllabus
EPSY Syllabus Committee—March 27, 2015

Sample syllabi from the Teaching Exemplars Network at UConn
General recommendations for syllabi from Institute for Teaching and Learning

- ☐ **Course name & number**
  - If an undergraduate course, be sure the course number corresponds to the new numbering system
- ☐ **Number of credit hours**
  - 3 credit course = 45 hours of class time
  - 2 credit course = 30 hours of class time
  - 1 credit course = 15 hours of class time
  - Note: There is no formal standard for the number of hours outside of class per credit hour, per Faculty Senate C & C.
- ☐ **Department**
- ☐ **Semester & Year**
- ☐ **Day, time, location of class**
- ☐ **Contact information** (instructor name, email, phone number, office location)
- ☐ **Office Hours** (see statement in Faculty & Staff Resource Guide about office hours)
- ☐ **Course Description from Catalog** (undergraduate catalog; graduate catalog)
- ☐ **Prerequisites** (if applicable)
- ☐ **Course Goals & Objectives**
  - See UConn resource #1 and resource #2 on writing objectives and learning outcomes.
  - Learning objectives describe the measureable skills, abilities, knowledge, or values that students should be able to do or demonstrate as a result of the course or program. Learning objectives should be SMART: Specific, Measureable, Agreed-upon, Realistic, and Time-framed.
  - "By the end of this course, students will:

define	distinguish	apply	analyze	assemble	appraise
describe	explain	compute	compare	construct	argue
identify	interpret	construct	differentiate	create	defend
recall	paraphrase	demonstrate	discriminate	design	evaluate
recognize	summarize	manipulate	examine	develop	judge
state	translate	predict	test	formulate	support

- ☐ **Required materials**

☐ **Schedule** (be sure to check the academic calendar)
☐ **Assignments & Assessments**
☐ **Policy Statements** (Note: It isn't required that you include all of these on your syllabus, but faculty should be aware of all of them and include links or language deemed most appropriate to your course.)

- ***Grading criteria*** (remember there are different grading scales for undergraduate and graduate courses)
  - ***Due Dates and Late Policy***
    - Sample language from ITL: *All course due dates are identified in the (choose appropriate location). Deadlines are based on Eastern Standard Time.*
    - Sample language from EPSY faculty: *All assignments must be submitted on or before the due date, via email. Prior permission must be received for any exception to this policy. Without prior permission the instructor will either refuse to accept assignments or adjust the grade accordingly. Any returned assignments are due back the following class period.*

  - ***Feedback and Grades***
    - Sample language from ITL: *I will make every effort to provide feedback and grades in (clearly state response time).*

- ***Attendance*** (UConn has a unique attendance policy)

- ***Student Conduct Code*** (The Student Code)
  - Sample language from ITL: *You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:*
    - *Academic Integrity in Undergraduate Education and Research*
    - *Scholarly Integrity in Graduate Education and Research*

- ***Academic Integrity Statement*** (Undergraduate Standard on Academic Integrity & Graduate Policy on Scholarly Integrity)
  - *Sample language from ITL: This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's guidelines for academic integrity.*

- ***Plagiarism Policy*** (note that plagiarism is included in Undergraduate Standard on Academic Integrity & Graduate Policy on Scholarly Integrity)
  - If you would like to add more specific language in your syllabus:

- Sample language from ITL #1: *We will follow the guidelines of the First-Year Writing Program's Statement on Plagiarism. Please read this statement and notify your instructor if you have any concerns about your ability to conform to these guidelines. Also see the UConn Library's Research 101 tutorial for details.* It is helpful to spend some time, either online or in the classroom, reviewing examples of what constitutes plagiarism; many students enter higher education not fully understanding that one phrase or idea, not credited to its originator, constitutes plagiarism.
- Sample language from ITL #2: *Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:*
  - *Plagiarism: How to Recognize it and How to Avoid It*
  - *General Plagiarism Resources*

- ***Students with Disabilities***
  - Sample language from ITL #1: The *Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.*
  - Sample language from ITL #2: Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

- ***Makeup Work for Legitimate Absences***
  - ***Due to religious beliefs***
    - *Sample language from EPSY faculty: Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work*

assignments on such particular day or days or at such particular time of day. The University Senate requires that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

- ***Due to student activities***
  - Sample language from EPSY faculty: *Students will be allowed to complete work missed by absence resulting from extra-curricular/co–curricular activities performed in the interest of the university and/or those that support the scholarly development of the student. Such accommodations are made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students involved in such activities should inform the instructor in writing prior to the anticipated absence and take the initiative to make up missed work in a timely fashion.*

- ***Final Exam Policy***
  - Sample language from ITL*: In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the Office of Student Support and Advocacy (OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.*

- ***UConn Mental Health Services***
  - Link to mental health services available on campus.

- ***UConn Sexual Harassment and Relationship Violence***
  - Link to information about sexual violence, relationship violence, stalking reporting, and resources.
  - Sample language from ITL: ***Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:*** *The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community*

are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at http://policy.uconn.edu/?p=2884.

- Sample language from ITL: ***Sexual Assault Reporting Policy***
  To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

  More information is available at http://sexualviolence.uconn.edu/.

- ***Use of Personal Electronic Devices in the Classroom***
  - Sample language from EPSY faculty: *As an educator, or future educator, you understand the importance of "engagement" for learning. You also understand how nonacademic tasks detract from engagement. Please be respectful of other students and your instructor and do not electronically text during class, surf the web, or respond to cell phone calls. If you are expecting an important call, please silence your phone. When you are alerted to the incoming call, you may leave the room to take the call.*

- ***Expectations for Classroom Behavior (includes electronic devices***
  - Sample language from EPSY faculty:
    - **Be Respectful.**
      - Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of this course. Students in this class should feel free to discuss topics and issues in an open and professional manner. Any student who feels uncomfortable or has concerns in the context of class discussion or other class activities should feel free to talk with the class instructor.
      - When discussing persons with psychiatric diagnoses or disabilities, use "person first" language. That is, mention the person before

considering or describing any other features of their abilities (e.g., "person with autism," or "student who has ADHD"). This language communicates respect and acknowledgement that ability level is one of many characteristics of a human being.

- Maintain a positive learning environment. Ensure cell phones, instant message software, "Facebook," email, and other potential sources of distraction are turned off/closed during class.

❖ **Be Responsible.**

- Regular attendance and active participation in class are emphasized.
- Students are responsible for reading and understanding the information presented in the assigned materials *before coming to class*. Come to class prepared! Read, think, and be willing to state your views and exchange ideas. Advanced preparation is essential to be ready to understand and participate fully in the discussions and activities.
- Submit original work (*DO NOT PLAGIARIZE)*. If plagiarism is evident, the student will receive a zero or a No Pass on that assignment, *AND* may be given a No Pass for the course, *AND* may be suspended or expelled from the university. See The Student Code for further explanation.
- ***All assignments must be submitted on or before the due date, via email.*** *Prior permission must be received for any exception to this policy. Without prior permission the instructor will either refuse to accept assignments or adjust the grade accordingly. Any returned assignments are due back the following class period.*

❖ **Be Informed.**

- If class cancellation (e.g., instructor emergency, inclement weather) is required, the instructor will make a good faith effort to inform students and support staff as soon as the cancellation is known. If students have questions about whether a class will be held, they should contact office staff in EPSY Department who will be informed by the instructor. To the greatest extent possible, the instructor will send emails to students and/or announce cancellations. Students and the instructor should use common sense and good judgment in their decision making, and keep personal safety and the safety of others their foremost concern.
- The assignment of an incomplete (I) grade is discouraged *strongly* and will be assigned *only* in the case of emergencies and where satisfactory progress has been demonstrated in the class. The "I" **must be negotiated at least one week *before*** the end of the class and a course completion contract drawn up and signed by the instructor and the student.

UCONN
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COURSE NUMBER
Course Title
Program/Department (if applies)

Syllabus - Semester Year

Program Information

Only include this section if applicable. It is intended for information such as program information, restrictions (only open to students in XXX program), etc.

Course and Instructor Information

Course Title: Course Title
Credits: #
Format: (online, blended)
Prerequisites: Course Prerequisites
Professor: Instructor Name

Email: Email address (indicate preferred method of contact i.e. HuskyCT messages, email, etc)
Telephone: Office phone # (if available)
Other: (If applicable)
Office Hours/Availability: Include response time to questions

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service.

Required Materials:
Item 1.

Item 2.

Optional Materials:
Item 1.

Item 2.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Course Description from Course Catalog.

Additional faculty description.

Course Objectives

By the end of the semester, students should be able to:

1. Recognize..

Course Outline (and Calendar if Applicable)

Module 1: Topic A
Module 2: Topic B

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Component A	15%
Component B	15%
Component C	30%
Component D	40%

Component A
Details

Component B
Details

Component C
Details

Component D
Details

Grading Scale:

Undergrad

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Graduate

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the (choose appropriate location). Deadlines are . . . . *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy...

Feedback and Grades

I will make every effort to provide feedback and grades in (clearly state response time).

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Scholarly Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Registration Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Policies and Procedures

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at http://policy.uconn.edu/?p=2884.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at http://sexualviolence.uconn.edu/.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (http://csd.uconn.edu). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.