

ED 633: Technology and Information Systems Syllabus

Course Number:	EDUC 633
Course Title:	Technology and Information Systems
Credit Hours:	2 semester hours
Class Delivery:	ONLINE
Course Materials:	http://teach.mnstate.edu
Professor:	(Instructor information)
Contact Information:	<p>(Instructor contact information)</p> <p>The instructor will check email M-F and will try to respond within 24 hours (M-F only). The instructor will meet by appointment either on campus, on the telephone or online in a chat room.</p> <p>The instructor will NOT respond to instant messages and/or pages through the Instructional Management System (Moodle). Email and/or telephone are the means of communication that will be most reliable for this class.</p>

COURSE DESCRIPTION

This course provides a fundamental understanding of technology planning and selected computer applications for educational leaders and administrators. The focus of instruction is to have educational leaders use the computer as a decision-making and planning tool for carrying out communication functions of administration at the building/district office levels, classroom management, and instructional presentation.

COURSE MATERIALS / TECHNOLOGY REQUIREMENTS

To participate in this course, you must have the following:

- Internet access (regular, dependable) and access to email
- Access to a computer where you are able to download/install software and plug-ins.
- Microsoft Office (Word, Excel, PowerPoint) (REQUIRED)
- Adobe Acrobat Reader
- Sound card/speakers
- **Internet browser** -- for this class, please download a **CURRENT version** of one of the following -- it must be Java-capable: Internet Explorer, Netscape, Firefox . Downloads for the newest browser versions are available free of charge.
- Browser plug-ins needed for the course – specified in the modules
- Computer on which you can download/install applications

Objectives:

This course is designed to improve a school leaders and/or administrators understanding and use of a computer as a tool to accomplish the following objectives:

- To utilize written communication skill with a microcomputer [7.3]
- To acquire administrative and educational leadership skills
- To understand ways to utilize basic software containing spreadsheets, word processors, graphics, databases, network communications and presentation programs to the best advantage in the school system's administrative unit or a teacher's purpose in a classroom. [9.1]
- To understand how dedicated or special computer application programs are used in schools to manage data, present information, organize instruction, and solve problems. [9.2]
- To understand how various programs are integrated within the same software package, connected networks, or through utility features. [9.1]
- To be an educational leader in the development of educational technology policy and acquisition of long-range technology plans for the school buildings and school district. [9.3]

Standards Addressed:

Unit 1 Nets and Technology Planning

NETS: Educational Technology (2007), NETS: All Grades, NETS.S: The Next Generation

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.

- B .locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

- a identify and define authentic problems and significant questions for investigation.
- c. collect and analyze data to identify solutions and/or make informed decisions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

b. model and promote the frequent and effective use of technology for learning.

c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

c. promote and model effective communication and collaboration among stakeholders using digital-age tools.

4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

c. Promote and model responsible social interactions related to the use of technology and information.

Unit 2 Integrating Technology into the Education

NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning.
- b. model and promote the frequent and effective use of technology for learning.
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools.

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

ELCC: Educational Leadership, ELCC: Master's Level, School Building Leadership

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. 1.1 Develop a Vision

- b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

2.2 Provide Effective Instructional Program

- a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

Unit 3 Research on Effectiveness of Instructional Technology

NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- b. model and promote the frequent and effective use of technology for learning.
- d. ensure effective practice in the study of technology and its infusion across the curriculum.

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.

Unit 4 Technology Planning

NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators

1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.

Unit 5 Tech-Enhanced Professional Development

NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning.
- b. model and promote the frequent and effective use of technology for learning.
- d. ensure effective practice in the study of technology and its infusion across the curriculum.

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.

c. promote and model effective communication and collaboration among stakeholders using digital-age tools.

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

ELCC: Educational Leadership, ELCC: Master's Level, School Building Leadership

2.4 Design Comprehensive Professional Growth Plans

a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

Unit 6 Administrative Uses

NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- c. promote and model effective communication and collaboration among stakeholders using digital-age tools.
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
- e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
- c. Promote and model responsible social interactions related to the use of technology and information.
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

Performance Outcomes:

- Use technology, telecommunications, and information systems to enrich curriculum and instructional. [9.1]
- Use current technologies to support school classroom management and school business procedures. [9.2]
- Develop beginning phases of long-range plans for school and district technology and information systems, making informed decisions on computer hardware and software, and about related staff development. [9.3]
- Monitor the effect of technologies on curriculum, instruction, and classroom management systems and the impact of these technological developments on student outcomes, school priorities, and school operations. [9.3]

Course Requirements / Policies

Weekly Schedule:

- **Modules will be made available on Mondays..**
- Discussion entries by individuals should be posted by Wed or Thu (to allow for responses to your entry by others in your group and in the class and to allow the group leader time to lead the discussion and help the group to reach consensus by the Monday deadline).
- **Assignments for the modules will be due on Mondays by midnight.**
- **At most one weekly online meeting will be required -- this means you must be online at a particular time. You will have a choice of 2 times to "attend" the meeting -- I will try to select times that work for the participants. I anticipate meeting every other week, but occasionally we may meet weekly.**

Expectations:

- **Course Completion:** Plan to complete each module by the assigned deadlines. Incompletes for the class will only be granted if there is a medical reason or an extreme personal situation.
- **Assignments / Readings / Activities / Discussions:** Complete readings, assignments, projects, electronic discussions, and quizzes on time. Be sure to hand in the correct file ON or BEFORE the deadline, and check and double-check to ensure that you have done the work correctly and completely. I will not be able to grade re-submits on the work / assignments / discussions for this class.
- **Collaborative Work:** Collaborate with your group. Groups will be established, and each unit will have either required group discussion or a required group assignment. Individuals in a group may receive different grades based on the amount of participation -- if the instructor looks at the discussion areas and sees evidence that an individual didn't contribute equally to the group effort, the instructor has the right to assign different grades for different individuals in the same group.
- **Develop a personal vision of technological leadership** to express in the comprehensive portfolio
- **Academic Responsibilities:** Cite the source of the information used (for both electronic resources and traditional print resources) if you utilize it within an assignment, discussion, project, or paper. Do not plagiarize! Plagiarism will result in failure for the assignment and/or course.
- **Bring a spirit of inquiry and commitment** to the required work, demonstrating a high level of personal expectations and willingness to delve on-line and in manuals to solve problems.
- **Plan a long-term personal development technology program** by completing the assignments.

COURSE OUTLINE:

The course contains 4 major units (modules). Modules (or part of a module) will be released on Wednesday and all work for that module must be completed and turned in by the following Wednesday. Modules contains graded discussion assignments that are to be completed as a group AND several individual assignments and activities relating to instructional technologies.

By the end of the course, you will have completed the following:

Technology Planning

- Reading Chapters 1-8 of Planning into Practice: Resources for Planning, Implementing, and Integrating Instructional Technology (approximately 2 chapters per unit).
- Graded group discussions about the technology planning readings
- Activities that allow exploration of existing K-12 technology plans

Technology Activities:

- exploring (not creating) web-based forms and document-sharing
- technologies for professional development
- technologies for collaboration (wikis)
- technology exercises / assignments including word processing, spreadsheets, presentations, etc.

Final Projects:

- **Electronic Portfolio:** (NETS Standards and your experience / expertise)
- **Paper:** Personal Vision of Technology

GRADING SYSTEM:

The following grading scheme will be used. A student earning 90% or above is guaranteed an A. The instructor will use their own discretion for grades that are on the borderline -- for example, an 89.7% is not automatically rounded up to be an A -- the instructor will determine the grade of B or A for that situation. Only those earning exactly 90% or above are guaranteed an A. Similar rules apply to the other grades.

90-100% A; 80-89.9% B; 70-79%: 60-69%: 0-59.9% F

SUPPORTING READINGS AND INSTRUCTIONAL MATERIALS

NCREC: Guiding Questions for Technology Planning	http://www.ncrted.org/capacity/guidewww/gqhome.htm
U. S. Department of Educational Technology	http://www.ed.gov/about/offices/list/os/technology/index.html
National Center for Technology Planning:	http://www.nctp.com/
Assessing Technology Planning	http://www.4teachers.org/4teachers/inttech/ta.php

REASONED ACTION LEADERSHIP

This course is organized to achieve several intended outcomes. The organization employed therein follows the Reasoned Action Leadership model of development. This model is based upon current knowledge of teaching and schooling, and on the research on administration and leadership found in the National Policy Board Standards for Educational Administration Programs.

The Reasoned Action Leadership model holds as fundamental that schools function in a professional sphere that focuses on activities associated with teaching and learning. It is further held that, although leaders are required to perform some managerial tasks which are only distantly related to the teaching act, the most important professional responsibilities of leaders are those which closely

connect with the primary function of schools – student learning achievement.

In the Reasoned Action Leadership model, the research on and our knowledge of the activities and principles of teaching surround all other components of the school leadership process. This portion of the knowledge base then serves as a conceptual framework for those aspects of education which deal most specifically with school leadership. In this manner – with the principles of teaching encompassing the principles of administration – the interdependence of teachers and administrators is given recognition.

The Performance Nucleus: Inside the conceptual frame, a performance nucleus exists which is best described as an “input-output leadership performance scheme.” It represents a developmental process that begins with the curricular organization of the Tri-College University educational administration program. In the Reasoned Action Leadership Model, the curriculum is organized into six broad areas or curricular building blocks:

- I. Personal and Professional Development
- II. Instructional Leadership
- III. Organizational Leadership
- IV. Political and Community Leadership
- V. Systems for Leadership and Instruction
- VI. Role Specialization

Also contained in the nucleus portion of the model are the generic leadership skill descriptors of the National Association of Secondary School Principals Assessment Center project. The instruction planned is intended to affect students and to be affected by students. In-class experiences are planned which

- a. assist students in becoming more aware of their own personal nature, talents, and abilities
- b. allow for a professor-to-student and student-to-student developmental influence of personal, value-oriented characteristics.

Acceptable academic performance in this course and positive participation in the planned activities, coupled with possession of necessary ideographic characteristics, should facilitate acceptable reasoned action.

It is intended that the combined impact of the encompassing conceptual frame and the leadership performance nucleus of the model employed in this course is such that outputs—the leadership behaviors of educators – are consistent with the current research and knowledge of the field as well as with the program faculty’s beliefs about the essential character and performance requirements for school leaders as they develop effective schools.

PROFESSIONAL ETHICS

The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for their ideas of others. The value of a college degree depends on the integrity of the work completed by the student. When an instructor has convincing evidence of cheating or plagiarism, the following actions may be taken: assign a failing grade to the assignment in question, or assign a failing grade for the course in which the student cheated. For informational purposes, instructors may choose to report the offense, the evidence, and their action to the Dean of their college, or the Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants a different or additional penalty, the

incident may be reported to the Student Conduct Committee through the Student Support Services Office. The Student Conduct Committee will follow procedures set out in the Student Conduct Code. After its review of the case, and fair and unbiased hearing, the Student Conduct Committee may take disciplinary action if the student is found responsible (see Student Conduct Code for details). A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Course Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

SPECIAL ACCOMMODATIONS

Students with disabilities who believe that they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disabilities Services, at Phone: 218.477.5859 or 800.627.3529 MRS/TTY CU 114, as soon as possible to ensure that accommodations are implemented in a timely fashion.

CONCEPTUAL FRAMEWORK OF THE MSUM TEACHER EDUCATION UNIT



MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

Humanistic: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM

candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

Creative: MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.