



ISDT 5369: Practicum Fall, 2017

CIED 5369 is a required course for the Masters of Education in Instructional Technology

College of Education, Department of Curriculum and Instruction

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Class Format: Online via SHSU Online (Blackboard) and Other Online Venues

Course Description: This course provides a field-based practicum in an organizational setting. Examination is made of the duties and responsibilities of the technology facilitator/coach on a daily basis.

This course is intended to involve candidates in a number of real experiences in which they apply what they have learned in previous Masters of Instructional Technology courses. It provides the opportunity for the candidate to practice leadership skills in planning, developing, and implementing improvements to a PK-12 or corporate training curriculum. The candidate will work with a mentor to modify instruction to include effective technology on a daily basis.

Textbooks:

1. Publication Manual of the American Psychological Association (APA) (SIXTH Edition)
2. Selected Readings and Research Topics

Course Objectives: The following objectives will be met during this course:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment- ISTE Coach Standards: http://www.iste.org/docs/pdfs/ncate-tech-coaches-standards.pdf?sfvrsn=4
Visionary Leadership: Candidates inspire and	*Needs Assessment	*Self-Reflections & Peer Reviews (Written Reports Based on Rubrics)	SPA Standards: 1.1, 1.2, 3.2, 3.5, 3.6, 3.7, 4.1, 6.3

participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.	*Develop Objectives	*Written Report (Based on Rubric)	SPA Standards: 1.1, 1.2, 3.2, 3.5, 3.6, 3.7 4.1, 6.3
	*Final Training Package	*Self-Reflections & Peer Reviews (Written Reports Based on Rubrics) *Final Written Report (Based on Rubric)	SPA Standards: 1.3, 3.5, 4.2, 6.1, 6.2, 6.3
	*Final Reflection	*Written Report (Based on Rubric)	SPA Standards: 1.3, 3.5, 4.2, 6.1, 6.2, 6.3
<u>Digital-Age Learning Environments:</u> Candidates create and support effective digital-age learning environments to maximize the learning of all students.	*Needs Assessment	*Self-Reflections & Peer Reviews (Written Reports Based on Rubrics)	SPA Standards: 1.1, 1.2, 3.2, 3.5, 3.6, 3.7 4.1, 6.3
	*Develop Objectives	*Written Report (Based on Rubric)	SPA Standards: 1.1, 1.2, 3.2, 3.5, 3.6, 3.7 4.1, 6.3
	*Final Training Package	*Self-Reflections & Peer Reviews (Written Reports Based on Rubrics) *Final Written Report (Based on Rubric)	SPA Standards: 1.3, 3.5, 4.2, 6.1, 6.2, 6.3
	*Final Reflection	*Written Report (Based on Rubric)	SPA Standards: 1.3, 3.5, 4.2, 6.1, 6.2, 6.3
<u>Professional Development & Program Evaluation:</u> Candidates conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.	*Needs Assessment	*Self-Reflections & Peer Reviews (Written Reports Based on Rubrics)	SPA Standards: 1.1, 1.2, 3.2, 3.5, 3.6, 3.7 4.1, 6.3
	*Develop Objectives	*Written Report (Based on Rubric)	SPA Standards: 1.1, 1.2, 3.2, 3.5, 3.6, 3.7 4.1, 6.3
	*Final Training Package	*Self-Reflections & Peer Reviews (Written Reports Based on Rubrics) *Final Written Report (Based on Rubric)	SPA Standards: 1.3, 3.5, 4.2, 6.1, 6.2, 6.3
	*Final Reflection	*Written Report (Based on Rubric)	SPA Standards: 1.3, 3.5, 4.2, 6.1, 6.2, 6.3
<u>Content Knowledge and Professional Growth:</u> Candidates demonstrate professional knowledge,	*Needs Assessment	*Self-Reflections & Peer Reviews (Written Reports Based on Rubrics)	SPA Standards: 1.1, 1.2, 3.2, 3.5, 3.6, 3.7 4.1, 6.3
	*Develop Objectives	*Written Report (Based on Rubric)	SPA Standards: 1.1, 1.2, 3.2, 3.5, 3.6, 3.7 4.1, 6.3

skills, and dispositions in content, pedagogical, and technological areas, as well as adult learning and leadership, and are continually deepening their knowledge and expertise.			
	*Final Training Package	*Self-Reflections & Peer Reviews (Written Reports Based on Rubrics) *Final Written Report (Based on Rubric)	SPA Standards: 1.3, 3.5, 4.2, 6.1, 6.2, 6.3
	*Final Reflection	*Written Report (Based on Rubric)	SPA Standards: 1.3, 3.5, 4.2, 6.1, 6.2, 6.3

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

1. Demonstrate and assist classroom teachers in **applying** technology in the instructional process
2. Demonstrate and assist classroom teachers in integrating the fundamental principles, generalizations, or theories involved in **applying** technology in the instructional process
3. Demonstrate and assist classroom teachers to integrate specific skills, competencies, and points of view needed by professionals while **applying** technology in the instructional process
4. Practice skills assisting classroom teachers in improving their integration of technology in the curriculum and instruction

Course Outline

Assignments

Requirements for this CIED5369 Practicum course are as follows:

1. **Self-Reflection and Peer Reviews at designated junctures throughout the course**
2. **Submission of Objectives for the Training Package**
3. **Final Training Package**
4. **Final Reflection**

PROGRAMMATIC Requirements for this CIED5369 Practicum course are as follows:

Requirements for this CIED 5369 Masters of Education in Instructional Technology Program for this semester are as follows:

- 1. Reflection on the ISTE Standards for Coaches that are associated with the Needs Analysis for the Organization**
- 2. Reflection on the ISTE Standards for Coaches that are associated with the Training Package for the Organization**

Grades

Grading Scale

- A = 90% of Total Possible Points
- B = 80% of Total Possible Points
- C = 70% of Total Possible Points

*With a grade below a “C”, the student will have to re-take the course

To receive your final grade for this course, you must complete all program requirements by the assigned due dates.

Schedule: See Course Calendar provided by Instructor

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

In addition to the three-hour per week expectation for class engagement in an online graduate-level course, students should expect to plan for and be prepared to be engaged for nine (9) additional hours each week in this course.

Course Expectations

- Late assignment policy:
Scheduled assignments are due by midnight electronically on the due date. If assignments are one day late, there will be a reduction in possible points earned on that assignment of 50%. Second day late, the assignment receives a zero. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points.
- Time requirement:
For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.
- Professionalism policy:
Professionalism is expected, both in the online classroom and in the interactions with others both in the course and those you come into contact with as a result of being engaged in assignments as a student at SHSU.

If individual assignments possess a striking similarity to another student’s work, penalty may be, minimally, the drop of one letter grade.

During field experience, proper dress is expected. The students should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

- Academic Dishonesty policy
1. GENERAL

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the Rules and Regulations, Board of Regents, The Texas State University System, and Sam Houston State University Student Guidelines published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection

5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

(1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

(2) Using, during a test, materials not authorized by the person giving the test.

(3) Collaborating, without authorization, with another student during an examination or in preparing academic work.

(4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.

(5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

(6) Bribing another person to obtain an unadministered test or information about an unadministered test.

(7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or

alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System Rules and Regulations and Sam Houston State University Student Guidelines except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

University Syllabus Items: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation

and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.