COURSE TITLE & NUMBER: BE840, Instructional Technology Selection & Facilities Design

PREREQUISITE: Graduate standing

INSTRUCTOR: Dr. Barbara Railsback
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OFFICE HOURS: Dr. Railsback will have “office hours” on-line throughout the time period for the course. Students should e-mail her with any questions or contact her via phone.

REQUIRED TEXTS: Student will utilize chapters from a variety of NBEA yearbooks as well as other information dealing with facilities design and instruction (to be included in the Course Content section of blackboard).

SUPPLEMENTAL MATERIALS: Additional research materials dealing with instructional technology in education and business education, including (but not limited to) Internet resources, the Business Education Forum, Delta Pi Epsilon journal, NABTE review. On-line database searches may be conducted by using the Kellogg Catalog and other resources located at http://www.emporia.edu/libsv/index.htm.

COURSE DESCRIPTION: Students will review guidelines for installation and use of instructional technologies in classrooms. The course will also cover the selection of various types of technologies including computer networks, computer work stations, scanners, and other peripheral devices. Students will design a facility that includes various instructional technologies.

COURSE OBJECTIVES:
- Research own particular state or local guidelines for instructional technologies (example—in Kansas, vocationally funded business education courses must have certain types of hardware and software in use)
- Determine local guidelines for purchasing instructional technologies (ie—is the business teacher able to decide what to have in his/her classroom or is there a district technology coordinator that makes purchasing and usage decisions for entire school system)
- Determine local needs (at your school system) for computer hardware and software (based on classes taught, etc.)
• Determine what software packages are available to meet local or state standards for business courses being offered.

• Compile a list of hardware components and other equipment needed in order to effectively teach the courses being offered through the business education department.

• Design a new facility for your business department (utilizing same space and general room layout) which includes new furniture, instructional devices, computer systems, other office equipment, etc. Include cost, names of vendors. Create a simple floor plan in addition to listing items. Textbooks desired could also be included in the facility design.

• Determine installation costs (utilizing the technology coordinator for district and/or outside source); create installation GANTT chart.

Emporia State University Teachers College
Conceptual Framework Model

• Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professional educators. Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions; especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

• To help all students learn, professionals must have command of the content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professionals can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society, applying interdisciplinary scholarly knowledge, engaging in effective practice, responding to uncertainty and change; participating in self-reflection, and belonging to a professional community.

COURSE EVALUATION PROCESS: Each project/assignment will be worth a given number of points. Grades will be based on total points possible as follows:

A = 90% of points
B = 80%
C = 70%
D = 60%

INSTRUCTIONAL METHODS:
Students will utilize Blackboard to access assignments; the class is web-based which obviously means students are responsible for completing their assignments in a timely manner.
HONESTY POLICY:
The Academic Dishonesty Policy, contained in the Faculty Senate 96002, reads: “Academic dishonesty, a basis for disciplinary action, includes, but is not limited to activities such as cheating and plagiarism (presenting as one’s own intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. ESU may impose penalties that may include expulsion from the university. This policy is provided according to the Kansas Board of Regents directive. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in Section 9A-04 of the Faculty Handbook.” Graduate students are expected to understand the consequences of plagiarism—an F in the class and possible dismissal from the graduate program.

ATTENDANCE POLICY:
On-line students are expected to complete assignments in a timely manner. If problems arise which prevent the student from turning in an assignment by the due date, the student MUST notify the instructor so arrangements can be made.