Abraham S. Fischler College of Education and School of Criminal Justice
NOVA SOUTHEASTERN UNIVERSITY
NSU Florida

CIT 0622 - Technology and the School Curriculum

I. Course Information

Course: CIT 0622 - Technology and the School Curriculum
Semester Credit Hours: 3.0
Course CRN and Section: 31724 - L01
Semester and Year: Winter 2026
Course Start and End Dates: 01/05/2026 - 03/01/2026
Building and Room: Online Venue - CANVAS

II. Instructor Information

Professor: Dr. Michael R Simonson
Email: simsmich@nova.edu
Phone: 2-8563

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	01/05/2026 - 03/01/2026		Programs On-line	Online Venue-CANVAS

IV. Course Description

Catalog Description
This course examines the role of technology in the curriculum and its impact on school change. Research on design of computer-aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply modern technologies and principles of instructional design curriculum development in producing programs of instruction. Prerequisite/s: None

Course Rationale:

> The purpose of CIT 622 is to provide CIT MS students with an approach to selection of appropriate instructional technology for lesson/unit construction with an emphasis on distance education. This course is designed for trainers, consultants, educators, teachers, and administrators.

A few word about the course title -- CIT 622 broadly defines the words school and curriculum. School refers to the learning environment, such as a traditional school or college, but also could be a training organization, a consulting firm, or a tutor, for example. Curriculum refers generally to the teaching/training of content in the "organization."

NOTE-This course and the CIT MS degree do not lead to any endorsements or certifications for educators

V. Course Objectives / Learning Outcomes

1) Describe some current trends in technology integration within the school setting.
2) Define ways that the structure and use of technology can promote higher-level thinking skills and problem solving skills.
3) Analyze the role that instructional technology has in changing how learning takes place in the classroom.
4) Develop basic recognition of the practical applications of technology and their effects on individual students' learning and the role of the instructor.

5) Solve specific learning/teaching problems by applying the concepts and principles of media selection and instructional design.
6) Develop the ability to choose appropriate instructional technology and software titles to use in educational settings.
7) Conduct applied research that focuses on the integration of educational technology into the curriculum.
8) Design an instructional plan that implements new technology and includes assessment of subject matter and technology use.
9) Appraise the issues and directions of instructional technology today and into the future.

By the end of this course, the student will be able to:
1. Describe current trends in technology integration within the school or organization
2. Analyze the role that instructional technology has in changing how learning takes place with an emphasis on a diversity of learners.
3. Appraise the issues and directions of instructional technology today and into the future.

VI. Materials and Resources

Book Url: NSU Book Store
Course Required Texts and Materials:

Hughes, J & Roblyer, M. (2023). *Integrating educational technology into teaching* (9th ed.) Boston, MA: Allyn & Bacon.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3217-8).

Check the course textbook list for updates. http://nsubooks.bncollege.com/

VII. Course Requirements

VIII. Course Schedule and Topic Outline

Course Schedule:
NOTE - Multiple modules may be studied during a period of time. For exampe, two or three module's contents may be studied for a week during the term or semester.

General Course Schedule:

Module	Topic	Activities and
1	Introduction to the Course	Read textbook Post your biogra respond to class
2	Educational Technology in Context Foundations of Effective Technology Integration Learning Theory and Implementation Models	Read an take no Discussion Que Why should we educational tech educational tech
3	Integrating Instructional Software Tools into Teaching and Learning	Read textbook Pos Discussion Topic Outline fo
4	Planning for Technology	Read textbook

5	Teaching and Learning with Distance Learning Tools and the Internet	Read textbook chapters – Review briefly Chapters 9 – 15. Assignment 1 Submitted Topic Outline for Assignment 2. Discussion 4.
6	Content Area Specific Curricular Technology Integration	Quiz/Exam -
7	Presenting a Technology Integration Plan	Submit Assignment 2 Post Discussion 5 responses
8	Wrapping Up	Submit missing assignments or assignment resubmissions

NOTE: Your instructor will provide a more detailed term schedule that will complement this general schedule.

IX. Assignments

Quiz

This quiz is timed and open book--the latest edition of your textbook (Hughes and Roblyer, 2023). The quiz contains objective items (MC, TF, Fill in), and there may be one or two short answer or short essay questions (2-300 words). The content of the quiz will be based on the textbook (latest edition), and readings in Canvas. There will be between 40-50 test items.

You will have two opportunities to take the quiz. Your quiz grade will be the highest score from the two testing attempts. The quiz will be scheduled near the end of the term, as determined by your instructor. Correct answers will not be made available until the testing period is completed by the entire class.

Discussions

You will respond to the discussion postings the week they are assigned. Also, make comments about your classmate's postings.

Discussion Responses should include these points:

1. Number of words +/- 10% as specified in the discussion post

2. Clear, powerful, and comprehensive first sentence (Do no begin with the word The)

3. One sentence statement of your thesis for your response to this discussion (in italics)

4. At least 3 main sub-points

5. Strong, comprehensive final sentence (not beginning with the word The)

6. At least one reference.

It is expected that each student will post reactions/reflections on at least two classmate's posts.

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Assignment 1: The Instructional technology Integration Plan/Proposal (8-12 pages)

The first step for completing this Assignment is to submit a topic outline for your Plan/Proposal. This topic outline must follow generally accepted approaches for topic outlines. The topic outline will be submitted and approved by your instructor. The topic outline is graded.

If you are currently working in a training organization, school, or college, this assignment should be geared for your current teaching or training assignment. If you are not currently working in a school, university, or training organization assume you are a trainer or teacher of an organization of your choice. From information gleaned from course materials and online research, you will present an approach for integrating

instructional technology.

Think about this assignment this way -- there is an instructional technology that you think will improve teaching and learning. The part of your plan is to tell the reader about this instructional technology. For example, your initial sentence might be -- *"For the sales force I am expected to train on our new device, I need virtual reality systems for each trainee."*

After identifying the target learning audience; age range, individual, small or large group, experience, potential issues, apply approaches about instructional technology solutions with high relative advantage for training-teaching/learning.

Discuss how this technology resource will give learners opportunities to gain new understandings, reinforce and enhance skills. Explain the need and rationale for using this resource for diverse learners including making accommodations, if necessary. This paper should provide a logical and factual information about the instructional technology that is to be integrated into training/teaching.

NOTE: Your textbook (9th edition) may be your best reference/guide to complete the assignment. The text has dozens of "examples" related to the idea of integrating educational technology --chapters 2 and 3 for example, and the many integration technology information in the last half of your text (9th).

Make sure to include technical and budget sections in which you discuss costs and outline plans and guidelines to integrate software/computer/technology systems. Discuss scheduling and cost issues. For example, you might write that "*Virtual Reality headsets will be coupled with the trainee's smart phone using software downloads provided by our training team."*

Your plan will have these sections, at a minimum:
1. Cover Page
2. Executive Summary (100 words)
3. Table of Contents
4. A compelling first sentence
5. Explanation of the Organization and Needs for Instructional Technology Integration
6. Explanation of Your Three-Phase Instructional Technology Integration Plan
7. A powerful final sentence for the narrative portion of your plan
8. Definitions of Terms and Key Ideas
9. Key Individuals and Their Roles
10. Budget – New, Replacement, Maintenance
11. References
12. Index

Typically, this assignment is 12 double spaced pages. Assignment 1 will be the basis for Assignment 2 - the persuasive presentation.

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Assignment 2: Instructional Technology Integration and Distance Learning Presentation

This assignment requires you to submit an outline or script of your presentation. This script will be submitted and approved by your instruction. The script is graded.
You will prepare a presentation to introduce your Instructional Technology Integration Plan/Proposal to key individuals in your organization. This presentation will visualize your Plan. The presentation will be 5-6 minutes in length (strict), and will contain about 15 literate visuals that support your narrative, and will show you - the narrator - during the entire presentation in addition to the visuals.

You will narrate the presentation and record it. This presentation will be uploaded to Canvas or a link to this presentation will be posted as your assignment submission.

You are presenting this to an audience of your colleagues, or stakeholder organization. Your presentation

should explain your Instructional Technology Integration approach. In it, describe the purpose of the presentation and the rationale for the instructional technology you are proposing to integrate. Your presentation is designed to convince your audience to support the Integration you created as part of Assignment 1.

This assignment will be a recorded "Persuasive Presentation" that targets those in your organization -- teachers, trainers, managers, and leaders. The presentation's purpose is to convince them rather than teach them.

This assignment requires a recorded presentation with the student narrating a video or powerpoint presentation that is around five minutes in length. This presentation is designed to convince the audience about the need for an organization to have a technology integration plan for a new instructional technology.

Follow the topic outline or a script for your persuasive presentation explaining your Instructional Technology Integration Plan.
Your outline/script, and the basis for you presentation should include these points-

The presentation could include but should not be limited to these sections
1. Explanation or defining of the instructional technology you plan to integrate (summarized in one powerful sentence)
2. Pros and Cons (discussion of alternative points of view)
3. Literature and evidence (citations and/or quotes)
4. The position being taken (clear and concise statement of the position)
5. Summary argument.

Generally, a presentation will have 20 slides or scenes. The presentation will be recorded and posted in Canvas. Your instructor may require a peer evaluation.

Rubrics - Most often, rubrics are not used in this graduate-level course. Some courses in the CIT MS program will use rubrics and some will not, at the discretion of the instructor.

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NOTE: With the permission of your instructor you may be allowed to create this persuasive presentation/video using VideoGen, a AI application that creates videos from well designed scripts. Directions will be posted in Canavas.

X. **Grading Criteria**

Final Course Grade:

Final Course Grade:

Assignment	Points	%	Approx. Module/Wee
Quiz/Exam		15	6
#1 The Instructional Technology Integration Plan 1a Topic Outline		30 5	5
#2 Instructional Technology Integration Persuasive Presentation 2a Script or Topic Outline		30 5	7

Discussions, including required synchronous zoom sessions		15	2-7
Total:	100	100	

Master's & EdS Grading Scale		
Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	0.0
As of August 19, 2019		

XI. Course Policies

Attendance**:** Students are expected to actively participate in all course activities.
Zoom sessions, if scheduled, will be required (at the discretion of the instructor). Students will be expected to have their camera on showing themselves and with their correct name shown, at all times.

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XII. University Policies

Sexual violence and sexual harassment are contrary to our core values and have no place at Nova Southeastern University. In accordance with Title IX and other laws, NSU prohibits discrimination, including sex-based discrimination and discrimination towards pregnant/parenting students. If you or someone you know experiences sexual violence and/or sexual harassment, there are resources and options available. To learn more or to report an incident, please visit the NSU Title IX website at www.nova.edu/title-ix. Please be aware that your instructor is not a confidential resource, and the instructor is required to report any incident of sexual misconduct to the NSU Title IX Coordinator. Alternatively, you may choose to contact Laura Bennett, Title IX Coordinator, directly at laura.bennett@nova.edu, 954-262-7858 to report an incident or receive support and resources.**A.**
Academic Misconduct
The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online http://education.nova.edu/students/current-students/studentcataloghandbook.html.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:
1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an

academic exercise.

3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).

5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct

6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.

7. **Bribery**: offering of goods, services, property, or money in an attempt to gain an academic advantage.

8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.

9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism
Work that is submitted for credit must be the original work of the student.
Original work: Assignments, such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation.

The use of Artificial Intelligence: Students' use of generative artificial intelligence (e.g., ChatGPT, Google Bard, Dall-E, Midjourney, etc.) or similar resources on any coursework or academic assessments without the prior permission of their faculty member, or the use of these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited.

Tendering of information: All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited. This includes the posting of course content, exam questions and/or answers, or other work submitted for academic credit to online sources or otherwise making such materials publicly available without the prior consent of appropriate faculty members and/or their academic program.

Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work,

words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred*. If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at http://www.nova.edu/disabilityservices/index.html, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available http://education.nova.edu/students/current-students/studentcataloghandbook.html. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording

Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XIII. **Bibliography**

XIV. **Appendix/Appendices**

USE OF AI CHATBOT TECHNOLOGY IN SELECTED COURSES

Version 4 – April 1, 2024

Chatbot AI technologies, such as ChatGPT and Gemini, may be permitted for use by students in this class, according to these provisions:

1. **With the permission of the instructor**, Chatbot AI technology such as ChatGPT and Gemini may be used in the process of developing and drafting early versions of papers and assignments -- however, the final submission must be the work of the student.
2. Use of AI Chatbot technology in the development and drafting of assignments **must be acknowledged in writing** in the final assignment submission, by including this statement:
   > **NOTE: During the preparation of this assignment, I used Chatbot technology to assist me to draft early versions of this assignment. The final submission is my work.**

If it is subsequently discovered or determined that Chatbot technology was used without acknowledgement, the grade for the assignment in question may be F.

Video AI systems may be used also, such as VideoGEN, with the permission of your instructor.

Course Syllabus Management Team
Lead Faculty:
Michael Simonson
Last Revised Date:
January 2025