NEW COURSE FORM

1.	**General Information.**			
a.	Submitted by the College of:	Education	Today's Date:	08.17.2011

b.	Department/Division:	Educational Leadership

c.	Contact person name:	Jayson Richardson	Email:	jayson.richardson@uky.edu	Phone:	257.1323

d.	Requested Effective Date:	☒ Semester following approval	OR	☐ Specific Term/Year[1] :	_____

2.	**Designation and Description of Proposed Course.**

a.	Prefix and Number:	EDL 661

b.	Full Title:	School Technology Leadership

c.	Transcript Title (if full title is more than 40 characters):	School Technology Leadership

d.	To be Cross-Listed[2] with (Prefix and Number):	_____

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

_____ Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	X Other – Please explain:	3 hours weekly synchronous online	

f.	Identify a grading system:	☒ Letter (A, B, C, etc.)	☐ Pass/Fail

g.	Number of credits:	3.0

h.	Is this course repeatable for additional credit?	YES ☐	NO ☒
	If YES: Maximum number of credit hours: _____		
	If YES: Will this course allow multiple registrations during the same semester?	YES ☐	NO ☐

i.	Course Description for Bulletin:	This course provides an introduction to the study of school technology leadership with an emphasis on educational administrators developing a shared vision, planning, and promulgating policies and utilizing resources for the comprehensive integration of technology at the school, district, and state levels. Prereq: Admission to the program or consent of instructor.

j.	Prerequisites, if any:	None

k.	Will this course also be offered through Distance Learning?	YES[4] ☒	NO ☐

l.	Supplementary teaching component, if any:	☐ Community-Based Experience	☐ Service Learning	☐ Both

3.	**Will this course be taught off campus?**	YES ☐	NO ☒

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4.	**Frequency of Course Offering.**					
a.	Course will be offered (check all that apply):	☒ Fall	☒ Spring	☐ Summer		
b.	Will the course be offered every year?			YES ☒		NO ☐
	If NO, explain:	_____				
5.	**Are facilities and personnel necessary for the proposed new course available?**			YES ☒		NO ☐
	If NO, explain:	_____				
6.	**What enrollment (per section per semester) may reasonably be expected?**	30				
7.	**Anticipated Student Demand.**					
a.	Will this course serve students primarily within the degree program?			YES ☒		NO ☐
b.	Will it be of interest to a significant number of students outside the degree pgm?			YES ☒		NO ☐
	If YES, explain:	Course could be selected as an elective with permission from instructor.				
8.	**Check the category most applicable to this course:**					
	☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere					
	☐ Relatively New – Now Being Widely Established					
	☒ Not Yet Found in Many (or Any) Other Universities					
9.	**Course Relationship to Program(s).**					
a.	Is this course part of a proposed new program?			YES ☒		NO ☐
	If YES, name the proposed new program:	Graduate Certificate and MEd / EdS in School Technology Leadership				
b.	Will this course be a new requirement[5] for ANY program?			YES ☐		NO ☒
	If YES[5], list affected programs:	_____				
10.	**Information to be Placed on Syllabus.**					
a.	Is the course 400G or 500?			YES ☐		NO ☒
	If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)					
b.	☒	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.				

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[5] In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDL 661

Proposal Contact Person Name: Jayson Richardson   Phone: 257.1323   Email: jayson.richardson@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDL	5/5/11	Lars Bjork / 7-2450 / lbjor1@uky.edu	
C & C	9/22/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
Co Ed Faulty	10/10/11	Robert Shapiro / 7-9795 / rshap01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).
Error! Hyperlink reference not valid.

Course Number and Prefix: EDL 661	Date: August 17, 2011
Instructor Name: Justin Bathon	Instructor Email: justin.bathon@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered. Internet/Web-based ☒ Interactive Video ☐ Hybrid ☒	

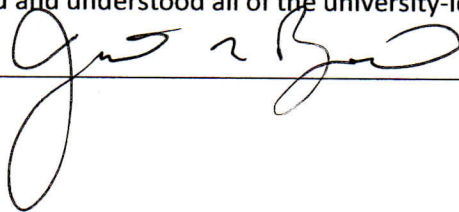|	*Curriculum and Instruction*
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
	EDL 661 - School Technology Leadership (see attached syllabus) conforms to all University of Kentucky Distance Learning Syllabus Guidleines and specifically includes information about virtual office hours, procedures for resolving technical issues, notification and information about self-disclosure and procedures for disability accommodations etc. Web-based course delivery methods will be used for 85-100% of individual student engagement and course interactions. Web based assignments described in the syllabus include: (1) Asynchronous Dialogue: Students are required to interact with their class peers on the Blackboard based discussion board; (2) Class Participation: Students are expected to attend the synchronous class meetings, actively participate in discussions and activities, and complete independent work as presented on the course calendar and, (3) Submit other assessments: Technology Planning, Funding & Policy Assessment; School Technology Vision; and Class Reflection online. Class and Web discussions are intended to facilitate critical thinking about their role as a professional educator and build their capacity to improve her/his own learning. Discussion questions and asynchronous dialogue with other students in class on the web will enhance critical thinking.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
	The course is designed to be delivered primarily online, through synchronous and asynchronous learning technology systems. The Distance Learning experience for students enrolled in this course is based on a cohort model and will be comparable to classroom-based instruction. The web-based format aligns with effective adult learning formats and include timely access to the course instructor and peers as well as feedback on reflections and assesssment of asignments. The syllabus clearly explicates students' reading assignments including required textbook(s), research-based journal articles and book chapters. All assigments are aligned with stated course objectives (goals). Instructor-student interaction is comparable to classroom instructional

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	methods. Student performance is assessed by the instructor through participation in and monitoring of asynchronus, on-line interactions, observations of in-class discussions, feedback on Individual Reflections (on-line), evaluation of Reflection Papers (see syllabus).
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
	This primarily online course will use University of Kentucky technology that protects the integrity of student work. The course will not require the use of examination proctors or other support staff or interactive video. The syllabus descibes UK academic policies that apply in this course and are articulated in the "Students Rights and Responsibilities Handbook" and "the UK Graduate Bulletin." Important policies and regulations applicable to this course are explicitly stated in the syllabus including attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English, absences, cancelled classes, changes in the syllabus, standards for assessing the quality of student work and late submittals. A statement of student responsibilities is incuded (see syllabus).
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes. If yes, which percentage, and which program(s)? *85-100% in the Proposed MEd / EdS and Graduate Certificate in School Technology Leadership* *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? All students in this primarily online course have equal access to all student services at the University of Kentucky for which they qualify and those student services are similar to those available to individuals taking this class in a tradition (i.e. face -to-face) classroom setting. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu.TASC/index.php) and (http://www.uky.edu/UKIT/).Students who have special needs or require accomodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work wit students on an individual basis to make approriate accommodations to participate in the clas and complete work (see syllabus).
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? In addition to purchasing required textbooks, selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course website. Additionally, the program will provide support to students encountering technology problems in accessing the course content.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access is provided via students' personal computer proxy acess to online library resources (see syllabus).
	Student Services
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Students are informed of the availability of University of Kentucky services in the syllabus (CELT, Blackboard (Bb) help desk UK IT Customer Service Center as described in the syllabus. Bb instructors have received required training in the use of the Course management System, UK Libraries online resources (and EZ Proxy

Distance Learning Form

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	tools) and will assist students as needed. As a hybrid course offering, the classroom instruction will also include overviews and demostrations (and instruction as needed) in the use of all online course tools, resources and componets. In sum, all students in this course have equal access to all student services at the University of Kentucky for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu.TASC/index.php) and (http://www.uky.edu/UKIT/) (see syllabus).
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Students will have access to the course content via Blackboard, supported by UKIT and CELT (the TASC successors).

10.	Does the syllabus contain all the required components, below? ☒ Yes
	
	 ☐ Instructor's *virtual* office hours, if any.
	 ☐ The technological requirements for the course.
	 ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
	 ☐ Procedure for resolving technical complaints.
	 ☐ Preferred method for reaching instructor, e.g. email, phone, text message.
	 ☐ Maximum timeframe for responding to student communications.
	 ☐ Language pertaining academic accommodations:
	     o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
	 ☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	     o Carla Cantagallo, DL Librarian
	     o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	     o Email: dllservice@email.uky.edu
	     o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Dr. Justin Bathon Instructor Signature:

EDL 661
School Technology Leadership

University of Kentucky College of Education
Research and Reflection for Learning and Leading

Course Syllabus
XXX Semester, XXX Year
3 Credits

Online Course Delivery
Online activities supplemented with five virtual synchronous meetings

Contact Information	
Instructor:	Jayson W. Richardson, PhD
Office:	111 Dickey Hall
E-mail address:	jayson.richardson@uky.edu
Office phone:	(859) 257-1323
Office hours:	By appointment (preferably made via e-mail)
Campus address:	Department of Educational Leadership Studies
	111 Dickey Hall, College of Education
	University of Kentucky
	Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department Web site:	http://education.uky.edu/EDL/
Personal Website:	http://www.jaysonrichardson.com
Twitter:	http://www.twitter.com/JaysonR
Skype ID	jaysonrichardson

Course Description in UK Bulletin 2011-2012

This course provides an introduction to the study of school technology leadership with an emphasis on educational administrators developing a shared vision, planning, and promulgating policies and utilizing resources for the comprehensive integration of technology at the school, district, and state levels. Prereq: Admission to the program or consent of instructor.

Major Course Objectives

This course examines how educational administrators at the school, district, and state levels develop and implement a shared vision of comprehensive integration of technology to enhance students' academic learning and transform schools, education organizations, and systems. This course examines the issues related to Standard 1: Visionary Leadership of the International Society for Technology in Education's National Educational Technology Standards for Administrators (NETS-A). See http://www.iste.org for a copy of the standards. This course also addresses the Interstate School Leaders Licensure Consortium (ISLLC) Standards 1, 2, 4, and 5. By the conclusion of this course students will be able to:

1. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision;
2. Integrate strategic plans and policies to align with vision and leverage resources for their implementation;
3. Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity;
4. Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology; and
5. Facilitate and maintain a cohesive process for developing, implementing, and monitoring a dynamic technology plan for achieving a technology vision.

Conceptual Framework

This course is conceptually based on Standard 1: Visionary Leadership of the International Society for Technology in Education's *National Educational Technology Standards for Administrators (NETS-A)*.This standard reads:

NETS-A Standard 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:
- 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.
- engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
- advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

Required Course Textbook and Readings

This course requires reading across multiple sources. In addition to the required textbook listed below, students will be assigned additional reading materials including articles, cases, blogs, wikis, online resources, and videos. When such readings are required, they will be provided by the instructor in advance. All required reading assignments are listed under Required Activities for each class session in the syllabus.

Most required materials for this course are available on the Blackboard site. Students are required to access the content from this website as well as complete the online quizzes as directed.

Required text:

>   Li, C. (2010). *Open leadership: How social technology can transform the way you lead.* New York, NY: Jossey-Bass.

>   Schrum, L.M., & Levin, B.B. (2009). *Leading 21st Century schools: Harnessing technology for engagement and achievement*. Thousand Oaks, CA: Corwin.

Suggested readings:

Suggested readings are intended to extend student learning and are listed under Required Activities for each class session in the syllabus.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least a 10mb Internet speed, and a high quality web-cam to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through http://elearning.uky.edu.

>   **Instructor's Virtual Office Hours:** TBA

>   **Preferred Method of Communication:** Email (jayson.richardson@uky.edu) or Skype (jaysonrichardson).

>   **Maximum Timeframe for Responding to Student Communication:** Students may expect the instructor to have responses to email inquiries within 48 hours excluding weekends.

>   **Teaching and Academic Support**: Contact the Teaching and Academic Support Center at http://www.uky.edu.TASC/index.php or 859-257-8772

>   **Procedures to Resolve Technical Problems:** Contact the Information Technology Customer Service Center at http://www.uky.edu/UKIT/ or 859-257-1300

>   **Information on Distance Learning Library Services**: Available through the Web at: www.uky.edu/Libraries/DLLS , DL Librarian (Carla Contagallo via email at

dlservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 1-800-828-0439), or
Distance Learning Interlibrary Loan Services:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Integration of Syllabus with UK College of Education Conceptual Framework

This graduate course addresses the four themes within the conceptual framework of the UK
College of Education: *research, reflection, learning,* and *leading*. Throughout the semester
students have opportunities to review, analyze, discuss, and apply *research* from diverse
perspectives in education, including professional scholarship and practitioner inquiry and reflect
on their own practices as P-20 educators as they study, observe, and work in P-20 school and
university classrooms. *Reflection* is integrated regularly through oral and written communication
to help students hone their analytical and problem-solving skills that comprise critical
professional reflection on one's own practice. This course emphasizes the commitment of the
UK College of Education to ensure that its graduates continue their professional careers
equipped for life-long *learning* as educators actively *leading* colleagues in their schools,
districts, and professional organizations. The ultimate goal in addressing these four themes is to
produce educational leaders who work together to improve student learning among diverse
populations and improve education in Kentucky and beyond.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to
strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by
President Todd defined diversity as:

> embracing difference or promoting increased knowledge regarding race/ethnicity, gender,
> religion, sexual orientation, disability, veteran affairs, and thought within an inclusive
> community. This definition of diversity values an inclusive institutional culture, academic
> programs, and co-curricular activities that prepare students for active, global citizenship.
> This commitment further allows for an educational process that fosters growth among all
> members of the academic community by including a wide array of talents, and
> recognizing the human differences are organizational strengths (University-Wide
> Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK "does not practice discrimination on
the basis of race/ethnicity, gender, religion, sexual orientation, or disability" (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it
through an expanded interpretation. This broader conceptualization of diversity includes learning
exceptionalities, native languages, socioeconomic status, and life experiences often created by
residing in unique geographical regions such as Appalachia. Curricula within the UK College of
Education, field experiences, and membership of its faculty and student body reflect a
commitment to diversity.

Leading successful P-12 schools and districts requires understanding of and sensitivity to
differences among groups of people and individuals based on ethnicity, race, socioeconomic
status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
Hence, diversity is a theme woven throughout this graduate course, which focuses on preparing

and developing principals and other educational leaders with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

> **Absences.** The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the class meets only five times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through e-mail communication.** Additional assignments may be required for missed virtual synchronous class meetings.

> **Canceled Class.** If a virtual synchronous class meeting must be canceled due to unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid any unnecessary burdens.

> **Changes to Syllabus.** I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

> **Disabilities.** If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

Quality of Student Work

Unless specified otherwise, all papers submitted to the instructor must be presented in the writing style and format described in the sixth edition of the *Publication Manual of the American Psychological Association*[1]. All papers must be word-processed in **Times New Roman 12-point**

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[1] American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

font. Students are expected to follow rules of usage and principles of composition[2]. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the APA *Manual.*

> **Plagiarism.** Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an "E" in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

> **Late Submittals.** Assignment due dates are provided in the course calendar. Exceptions will only be made for extreme emergencies.

> **Incomplete Grade.** Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor**—to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and EDL rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to me before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Student Responsibilities

Graduate students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from the instructor. A class roster will be posted in the course Blackboard site to encourage and support communication.

Requirements

With the exception of class participation, additional information on all the course requirements will be provided by the instructor. The following are course requirements for which points have been allocated and from which the final grade will be determined.

1. **Class Participation (15 points).** Due to the course format, schedule and content, attendance in all virtual synchronous meetings is essential. Absences are reflected in a student's grade. Students are encouraged to attend all classes, participate in all online discussions, interact with others in group work, and read the assigned material prior to each class.

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[2] Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

2. Discussion Board Threads (15 points). Students will respond to online discussion threads and engage in asynchronous dialogue with the course community. To receive full credit, students must provide complete and thoughtful responses.

How it works: Sunday to Wednesday and then Wednesday to Sunday. I will post a question by 11:55 PM on the evening of a new topic. Your tasks are to:

By the last evening post a thoughtful, unique answer to my question **in 300 words or more** (your answer should not be the same as someone who has already posted). You should build an informed response between the first night (when the question is posted) and night your response is due. This requires you to respond at least twice to my question.

Post once, early in the cycle, with your initial thoughts on the question. Then begin to read what your classmates are saying as they make their first posts. Your final response should be structured around your previous postings and those of your classmates as you attempt to integrate your different thoughts and opinions

You may post more than twice. Your final post of the cycle will be the post that receives a grade. Therefore, that's the post which should be the thoughtful, unique answer to my question in 300 words or more.

You will be graded on the quality of your response--not quantity. Be thoughtful rather than verbose.

Final posts are due at 11:55 PM on their given night. Each student will be graded on an individual basis (max score is 10).

The grading criteria used includes:

- Your ability to synthesize different aspects of the posted question, particularly with reference to the readings in the course. The more detailed your explanation of specific points from the articles, the better the quality of your response.
- Your skill in posting a response with specific and unique examples that showcase your understanding of the salient points of the posted question, as well as your understanding of different aspects of the course materials (such as course articles, Internet resources, and other readings).
- Your ability to build a final, thoughtful response based on prior postings.

Please download the document called "Online Discussions -- Scoring Rubric" to see the full criteria. It is under the "Rubrics" subheading on the course home page.

Discussion Board Grading Rubric - General Overview			
Note: Each discussion board is worth 10 points. The cumulative total will be worth 15 points for the entire class.			
	Excellent (10 points)	Average (6 points)	Underperforming (3 points)
Expectations	Student responds completely and thoughtfully to every thread by the date / time	Student responds completely and thoughtfully to every thread by the date / time due.	Student responds thoughtfully and completely to every thread by the date / time due.

due. Student responds to at least one other students' response in each discussion thread by the date / time due. Student responds to all individual questions posed by classmates or the instructor by the date / time due.	Student responds to at least one other person's response in each discussion thread by the date / time due. Student responds to some individual questions posed by classmates or the instructor by the date / time due.	

3. **Technology Infrastructure Audit (30 points)**. Each student will develop an individual, site-specific technology plan with a "current state of affairs" statement that identifies the priorities for the site. This plan should take into account current state and national technology plans. This statement will serve as the preliminary strategy for comprehensive technology planning to begin or to continue being effective at the student's selected site. Students should choose logical criteria on which to gauge their site's technology planning progress (e.g., use of Valdez's (2004) NCREL categories, Barnett's (2001) categories, or Porter's (2003) categories found in the Session 3 of the schedule below). Students must gather evidence from the selected site through document collection and analysis, informal discussion with key individuals, archived information, etc. to assess the site in terms of technology planning. Based on this analysis, students will formulate a strategy (e.g. "the next steps") required to make a more productive site.

Technology Infrastructure Audit Grading Rubric			
	Excellent **(5 points)**	**Average** **(3 points)**	**Underperforming** **(2 point)**
Current State of Affairs	Student has created a clear and concise picture of the current environment for the target site, the stakeholders, and the surrounding environment.	Student has created a partial picture of the current environment for the target site, the stakeholders, and the surrounding environment.	Student has created a minimal picture of the current environment for the target site, the stakeholders, and the surrounding environment
State and national technology plans accounted for	Student has shown thorough use of state and national technology plans to provide a context for the current situation.	Student has shown shallow but some use of state and national technology plans to provide a context for the current situation.	Student use of state and national technology plans to provide a context for the current situation is weak or non-existent.
Planning progress criteria	Student has clearly applied appropriate categories against which the target site's progress is assessed.	Student has partially applied appropriate categories against which the target site's progress is assessed.	Student has weakly applied or left out appropriate categories against which the target site's progress is assessed.
Site assessment quality	Students gathered thorough evidence from the selected site through document collection and analysis, informal discussion with key individuals, or archived information, etc. to assess the site in terms of technology planning.	Student gathered shallow evidence from the selected site through document collection and analysis, informal discussion with key individuals, or archived information, etc. to assess the site in terms of technology planning.	Student gathered weak or no evidence from the selected site through document collection and analysis, informal discussion with key individuals, or archived information, etc. to assess the site in terms of technology planning.
	Excellent **(4 points)**	**Average** **(2 points)**	**Underperforming** **(1 point)**
Strategy cohesiveness	All parts of the plan work	For the most part, all	Most of the sections of the

	together. Strategic decisions are built on the knowledge derived from prior analyses; strategies and objectives are symbiotic; tactical programs all link to fulfillment of strategy	sections of the plan work together. Strategic decisions are built on the knowledge derived from prior analyses; strategies and objectives are symbiotic; tactical programs all link to fulfillment of strategy.	plan remain disjointed and unconnected.
Likelihood of improvement	Excellent. The plan is well-structured and feasible with clear	Questionable. Some aspects of the plan are not feasible or not clear enough to discern whether success is likely.	Little to none. The plan does not contain the components that are minimally necessary to lead to a more productive state of affairs.
	Excellent (2 points)	**Average (1 points)**	**Underperforming (.5 points)**
Writing Quality	Initial appearance of the plan inspires readership and develops confidence. There are fewer than three spelling and grammar errors. Readers always have a sense of where they are in the plan, where they came from, and where they are going	Initial appearance of the plan inspires readership and develops confidence. There are some spelling and/or grammar errors. Readers usually have a sense of where they are in the plan, where they came from, and where they are going.	Initial appearance of the plan does not inspire readership or develop confidence. There are extensive spelling and/or grammar errors. The plan does not flow. Readers have no sense of where they are, where they came from, or where they are going.

4. **School Technology Vision (30 points)**. Create a <u>pre-course</u> and <u>a post-course</u> draft of student's vision of school technology leadership. This vision should address the need to effectively integrate the National Education Technology Standards for Students (NETS-S), teachers (NETS-T), and administrators (NETS-A). Students should address processes for effectively engaging students, teachers, staff, parents and community members in creating, disseminating, and sustaining a research-based vision for instructional technology. The vision should address these points:

   a. Demonstrate influence of NETS-A, NETS-T, and NETS-S. However, the vision is centered on the NETS-A;
   b. Demonstrate knowledge and understanding of 21st Century schools and 21st Century skills; and
   c. Demonstrate understanding of how the Net Generation learns.

School Technology Vision Grading Rubric			
	Excellent (3 points)	**Average (2 points)**	**Underperforming (1 point)**
Demonstration of respective influences of NETS-A, NETS-T and NETS-S	Student has created a clear and concise picture of the current environment for the target site, the stakeholders, and the surrounding environment.	Student has created a partial picture of the current environment for the target site, the stakeholders, and the surrounding environment.	Student has created a minimal picture of the current environment for the target site, the stakeholders, and the surrounding environment
Knowledge and understanding of 21st Century schools	Student has shown thorough knowledge and understanding of 21st Century schools.	Student has shown shallow but some understanding of 21st Century schools.	Student knowledge and understanding of 21st Century schools is weak or non-existent.
Knowledge and understanding of 21st	Student has shown thorough knowledge and	Student has shown shallow but some understanding of	Student knowledge and understanding of 21st

Century skills	understanding of 21st Century skills.	21st Century skills.	Century skills is weak or non-existent.
Demonstrated understanding of how the Net Generation learns	Student has shown thorough knowledge and understanding of how the Net Generation learns.	Student has shown shallow but some understanding of how the Net Generation learns.	Student knowledge and understanding of how the Net Generation learns is weak or non-existent.
Writing Quality	Initial appearance of the vision inspires readership and develops confidence. There are fewer than three spelling and grammar errors. Readers always have a sense of where they are in the vision, where they came from, and where they are going	Initial appearance of the vision inspires readership and develops confidence. There are some spelling and/or grammar errors. Readers usually have a sense of where they are in the vision, where they came from, and where they are going.	Initial appearance of the vision does not inspire readership or develop confidence. There are extensive spelling and/or grammar errors. The vision does not flow. Readers have no sense of where they are, where they came from, or where they are going.

5. **NETS-A Standard 1 Implication and Reflection Paper (10 points).** At the end of this course, students will write a reflective self-evaluation regarding their experiences in the course. The self-evaluation should be a minimum of two pages of typed text, not including a title page (if applicable). There is no maximum length for your self-evaluation - it should be long enough to thoroughly and completely address the issues you have chosen to discuss. At the very least, your self-evaluation should include a discussion of how, as a result of the course, you have grown both intellectually and personally and how you feel your preparation as a school technology leader has been enhanced. Your self-evaluation also should show evidence of reflection upon the topics we have covered in class and the information you have learned. Neither the format nor your approach to your reflective self-evaluation is prescribed. Creativity is both allowed and encouraged. Possible approaches to this assignment could include a simple, descriptive monograph; a question-and-answer format; a poem; a play; a web site; or any other format that you choose, as long as it satisfies the above requirements. Writing in first-person voice is acceptable for this assignment. You should utilize a new Web 2.0 tool (i.e., wiki, blog, video, podcast, Prezi, social bookmarking, social networking, etc.) in your reflection.

NETS-A Standard 1 Implication and Reflection Paper Grading Rubric			
	Excellent (4 points)	Average (2 points)	Underperforming (1 point)
Assessment of intellectual growth	Student provides a comprehensive picture of how they have grown both intellectually and personally and how they feel their preparation as a school technology leader has been enhanced.	Student provides a shallow picture of how they have grown both intellectually and personally and how they feel their preparation as a school technology leader has been enhanced.	Student provides a weak picture of how they have grown both intellectually and personally and how they feel their preparation as a school technology leader has been enhanced.
	Excellent (3 points)	Average (2 points)	Underperforming (1 point)
Evidence of reflection upon topics covered in class	Student reflects, in a comprehensive way, on the topics covered in class.	Student reflects, in a somewhat shallow way, on the topics covered in class.	Student weakly reflects on the topics covered in class.
Presentation Quality	Initial appearance of the work product inspires readers/viewers and develops confidence. There are fewer than three spelling and grammar errors.	Initial appearance of the work product inspires readers/viewers and develops confidence. There are some spelling and/or grammar errors.	Initial appearance of the work product does not inspire readers/viewers or develop confidence. There are extensive spelling and/or grammar errors. The piece

	Readers/viewers always have a sense of where they are in the vision, where they came from, and where they are going	Readers/viewers usually have a sense of where they are in the vision, where they came from, and where they are going.	does not flow. Readers/viewers have no sense of where they are, where they came from, or where they are going.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Meets Objectives:	Points Possible
1. Synchronous Meeting Attendance	N/A	15
2. Discussion Board Threads	1, 2, 3, 4, 5	15
3. Technology Infrastructure Audit	2, 5	30
4. School Technology Vision (Pre and Post)	1, 4	30
5. Reflection Paper	3	10
Total points		**100**

Grades will be assigned according to the following scale: A=90-100%, B=80-89%, C=70-79%, E=<70%. Course credit: 3.0 graduate hours.

Schedule

Module	Topics	Readings	Products Due
1	Virtual Synchronous Meeting • Introduction • Syllabus, Objectives, Expectations		
2	Introduction to School Technology Leadership	*What is school technology leadership? What are the standards?* Required Reading and Activities 1. Li (Chapters 1 & 2) 2. Schrum and Levin (Chapter 1) 3. Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. *Review of Educational Research*, *81*, 4-28. doi: 10.3102/0034654311399732 4. Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004a). *How leadership influences student learning: A review of research for the Learning from Leadership Project. New York*, NY: The Wallace Foundation. 5. Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004b). *Executive Summary: How leadership influences student learning. New York*, NY: *The Wallace Foundation.*	• School Technology Vision (pre) • Discussion Threads

		6. Rost, J. (1991). Leadership in the future (178-187). In, Rost, *Leadership for the Twenty-First Century*. New York: Praeger.
		7. Chapter 3 in Cleveland, H. (2002). *Nobody in Charge: Essays on the Future of Leadership.* San Francisco, CA: Jossey-Bass.
		8. Afshari, M., Baker, K. A., Luan, W. S., Samah, B. A., & Fooi, F. S. (2009). Technology and school leadership. *Technology, Pedagogy and Education, 18*(2), 235-248.
		9. Davies, P. (2010). On school educational technology leadership. *Management in Education, 24*(2), 55-61.
		10. McLeod, S. (2005). Profiles in leadership: District distinction. *Threshold, 3*(2), 18-21.
		11. International Society for Technology in Education NETS Standards:
		  a. International Society for Technology in Education. (2008). *National educational technology standards for teachers.* Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm
		  b. International Society for Technology in Education. (2009). *National educational technology standards for administrators.* Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS_for_Administrators_2009.htm
		  c. International Society for Technology in Education. (2009). *National educational technology standards for students.* Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm
		12. Watch: Fareed Zakaria from CNN interview 4 national / international leaders on what it takes to be an effective leader. http://podcasts.cnn.net/cnn/big/podcasts/fareedzakaria/video/2011/01/02/gps.podcast.1.02.cnn.m4v
		
		Suggested Readings and Activities
		
		1. Chapters 1, 2, & 9 in Creighton, T. (2003). *The Principal as Technology Leader.* Thousand Oaks, CA: Corwin.
		2. Chapter 1 in Ohler, J.B. (2010). *Digital Community: Digital Citizenship.* Thousand Oaks, CA: Corwin.
		3. Hayes, D. (2006). Making all the flashy stuff work: The role of the principal in ICT integration. *Cambridge Journal of Education*, *36*(4*),* 565-578.	

3	Virtual Synchronous Meeting • Introduction to School Technology Leadership		

	• School technology leadership vision		
4	Technology Planning and Funding	*What is involved in school technology planning?* *What is involved in school technology funding?* Required Reading and Activities 1. Li (Chapter 3 & 4) 2. Schrum and Levin (Chapter 2) 3. Anderson, L. (in press). Technology planning and funding. In R. J. Hancock and S. McLeod (in press). *What school administrators need to know about technology leadership*. Washington, DC: International Society for Technology in Education. 4. Barnett, H. (2001, October). Successful k-12 technology planning: Ten essential elements. New York, NY: ERIC Clearinghouse. 5. Porter, B. (2003). Technology planning: Strategies for stoking the catalysts of change. *Learning and leading with technology, 30*(6), 6-13. 6. Roblyer, M. D. (2003). Getting our NETS worth: The role of ISTE's National Educational Technology Standards. *Learning and leading with technology, 30*(8), 6-13. 7. Valdez, G. (2004). *Critical Issue: Technology leadership: Enhancing positive change*. North Central Educational Laboratory. Retrieved from http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le700.htm 8. Watch: Effective Leadership in and Era of Disruptive Innovation by Scott McLeod Suggested Readings and Activities 1. White, N., Ringstaff, C., & Kelley, L. (2002). *Getting the most from technology in schools*. San Francisco, CA: WestEd. 2. National Educational Technology Plan: http://www.ed.gov/technology/netp-2010	• Discussion Threads	
5	Virtual Synchronous Meeting • Technology planning • Technology funding		
6	School Leadership and 21st Century Skills	*What are 21st Century skills? What is the role of the school leader in fostering these in students and faculty?* Required Reading and Activities 1. Li (Chapter 5 & 6) 2. Schrum and Levin (Chapters 3-4) 3. Harper, D. (2006). *Vision to action: Adding student leadership to your technology plan* [white	• Discussion Threads	

		paper]. Olympia, WA: Generation Yes.
		4. McKenzie, J, (2001). How teachers learn technology best. Retrieved April 6, 2009 from http://staffdevelop.org/howteacherslearn.html
		5. Yee, D. (2000). Images of school principals' information and communication technology leadership. *Technology, Pedagogy, and Education*, *9*(3), 287-302.
		6. Review: Partnership for 21 Century Skills
		7. Review: Small District Technology Leadership Wiki
		8. View the following videos:
		  • Education Today and Tomorrow video (2:30)
		  • 21st Century Pedagogy video (2:06)
		  • Information R/evolution video (5:29)
		  • Learn to Change, Change to Learn video(5:36)
		  • The Essay video (1:20)
		  • Networked Student video (5:09)
		
		Suggested Readings and Activities
		
		1. Chapters 1 and 2 in Whitehead, B.M., Jensen, D.F.N., & Boschee, F. (2003). *Planning for Technology*. Thousand Oaks, CA: Corwin.	

7	Virtual Synchronous Meeting • 21st Century skills		
8	Leadership and Change	*How does a school technology leader navigate technology focused change in schools?* Required Reading and Activities 1. Li (Chapter 7 & 8) 2. Schrum and Levin (Chapter 5-6) 3. Kleiner, A. (2001) Climbing to Greatness with Jim Collins. *Strategy + Business,* 25. Retrieved from http://www.strategy-business.com/article/14367?gko=63ad3 4. Leithwood, K.A. & Riehl, C. (2003, January). *What We Know about Successful School Leadership.* Retrieved from http://www.dcbsimpson.com/randd-leithwood-successful-leadership.pdf 5. Anderson, R.E. & Dexter, S. (2005, February). School technology leadership: An empirical investigation of prevalence and effect. *Educational Administration Quarterly, 41*, (1), 49-82. Retrieved from http://www3.nccu.edu.tw/~ihchang/schooltechnologyleadership.pdf 6. Flanagan, L. & Jacobsen, M. (2003). Technology leadership for the twenty-first century principal. *Journal of Educational Administration, 41*(2), 124-142. 7. Bosco, J. (2003, February). Toward a balanced	• Discussion Threads

		appraisal of educational technology in U.S. schools and a recognition of seven leadership challenges. Paper presented at the Annual K-12 School Networking Conference of the Consortium for School Networking, Arlington, VA. Suggested Readings and Activities 1. Kanter, R. M. "The Imagination to Innovate, the Professionalism to Perform, and the Openness to Collaborate: The Leading the Change-Adept Organization." In Rosabeth Moss Kanter on the Frontiers of Management. Boston, MA: Harvard Business School Press, 1997. 2. Christensen, C., Aaron, S., & Clark, W. (2005). Can schools improve? *Phi Delta Kappan, 86*(7), 545-550.	
9	Virtual Synchronous Meeting • Leadership and 21st Century change		
10	Evaluating Technology in Schools	*How does a school technology leader evaluate and plan for systemic technology use?* Required Reading and Activities 1. Li (Chapter 9 & 10) 2. Schrum and Levin (Chapters 7-8) 3. Leithwood, K., Seashore Louis, K., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. (2010). How successful leadership influences student learning: The second installment of a longer story. In A. Hargreaves et. al. (Eds). *Second International Handbook of Educational Change,* Springer International. 4. Jentz, B. C., & Murphy, J. T. (2005). Starting confused: How leaders start when they don't know where to start. *Phi Delta Kappan, 86*(10), 736-744. 5. Leithwood, K., Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York, NY: Wallace Foundation. 6. Read through various technology assessment rubrics: • ISTE Rubric • Kansas State Department of Education • EDmin Technology Planning Analysis • Nebraska Rubric for Essential Technology Conditions • NCREL State Educational Technology Policy Implementation Rubric • District Technology Plan Rubric	• Technology Planning, Funding, and Policies Assessment • Discussion Threads

11	Virtual Synchronous Meeting • Evaluating school technology		
12	Moving Forward as a School Technology Leader	*What is future of school technology leadership?* <u>Required Reading and Activities</u> 1. Schrum and Levin (Chapter 9) 2. Abrego, J. & Pankake, A. (2010). PK-12 virtual schools: The challenges and roles of school leaders. *Educational Considerations*, *37*(2), 7-13. 3. Chapter 8 in Creighton, T. (2003). *The Principal as Technology Leader.* Thousand Oaks, CA: Corwin.	• Discussion Threads • School Technology Vision (Post) • Reflection Paper

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Creighton, T. (2003). *The Principal as Technology Leader.* Thousand Oaks, CA: Corwin.

Friedman, T. (2005). *The world is flat.* New York, NY: Farrar, Straus and Giroux.

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Kowaski, T. J. & Lasley, T. J., & Mahoney, J. W. (2007). *Data driven decisions and school leadership.* Boston, MA: Allyn Bacon.

Hudson, R. (2009). *Digital learning: Use of the Internet to improve student performance.* Saarbrucken, Germany: Lambert

Owens, R. G. (2007). *Organizational behavior in education: Adaptive leadership in school reform (9th ed).* Boston, MA: Allyn and Bacon.

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Picciano, A. G. (2006). *Educational leadership and planning for technology (4th ed).* Upper Saddle River, NJ: Pearson.

Williams, J., & Redish, T. (2009). *What every k-12 leaders should know and be able to do.* Washington, DC: International Society for Technology in Education.

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Shirky, C. (2008). *Here comes everybody.* London, UK: Penguin.

Tapscott, D., & Williams, A. (2006). *Wikinomics.* New York, NY: Penguin.

Wagner, T. (2008). *The global achievement gap*. New York, NY: Basic Books.