

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:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: EDL 662			
b.	Full Title: Digital Age Learning and School Technology Leadership			
c.	Transcript Title (if full title is more than 40 characters):	Digital Age Learning & Tech 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
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	X Other – Please explain:	3 hours weekly synchronous online
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3.0		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course focuses on the role of educational administrators in creating and sustaining a culture of learning that ensures all students have access to an academically rigorous, relevant, and engaging education through the use of appropriate digital technologies. 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

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):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain:	_____	
5.	Are facilities and personnel necessary for the proposed new course available?		
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain:	_____	
8.	Check the category most applicable to this course:		
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs:	_____	
10.	Information to be Placed on Syllabus.		
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> 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 <i>SR 3.1.4.</i>)		
b.	<input checked="" type="checkbox"/> 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.		

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 662

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 Faculty	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:

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

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 662	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 <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>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?</p> <p>EDL 662 - Digital Age Learning and School Technology Leadership (see attached syllabus) conforms to all University of Kentucky Distance Learning Syllabus Guidelines 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 Leadership Blogging Project; Analysis of School Technology; 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.</p>
2.	<p>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.</p> <p>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 assessment of assignments. The syllabus clearly explicates students' reading assignments including required textbook(s), research-based journal articles and book chapters. All assignments are aligned with stated course objectives (goals). Instructor-student interaction is comparable to classroom instructional</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

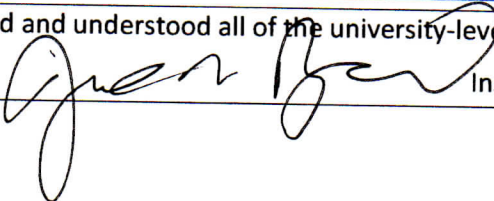
This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>methods. Student performance is assessed by the instructor through participation in and monitoring of asynchronous, on-line interactions, observations of in-class discussions, feedback on Individual Reflections (on-line), evaluation of Reflection Papers as well as course assignments (see syllabus).</p>
3.	<p>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.</p> <p>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 describes 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 included (see syllabus).</p>
4.	<p>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?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p> <p><i>85-100% in the Proposed Graduate Certificate and MEd / EdS in School Technology Leadership</i></p> <p>*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.</p>
5.	<p>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?</p> <p>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 accommodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work with students on an individual basis to make appropriate accommodations to participate in the class and complete work (see syllabus).</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>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.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Access is provided via students' personal computer proxy access to online library resources (see syllabus).</p>
<i>Student Services</i>	
8.	<p>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/)?</p> <p>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</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	<p>tools) and will assist students as needed. As a hybrid course offering, the classroom instruction will also include overviews and demonstrations (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).</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>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.</p> <p>Students will have access to the course content via Blackboard, supported by UKIT and CELT (the TASC successors).</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> 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). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> 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." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> 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.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Dr. Justin Bathon Instructor Signature: </p>

EDL 662
Digital Age Learning and 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:	Justin Bathon, JD, PhD
Office:	111 Dickey Hall
E-mail address	justin.bathon@uky.edu
Office phone:	(859) 257-7845
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.justinbathon.com
Blog & Courseware:	http://www.edjurist.com
Twitter:	http://www.twitter.com/edjurist
Skype ID:	jbathon

Course Description in UK Bulletin 2011-2012

This course focuses on the role of educational administrators in creating and sustaining a culture of learning that ensures all students have access to an academically rigorous, relevant, and engaging education through the use of appropriate digital technologies. 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 of education create and sustain communities of practice and learning cultures to provide rigorous, relevant, and engaging education for all students. Educational administrators study communities of practice and learning cultures related to digital age learning and examine issues focused around Standard 2: Digital Age Learning Culture 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 and 4. By the conclusion of this course students will be able to:

1. Use multiple models to identify and assess appropriate technology resources, and uses, for teaching and learning;
2. Facilitate the use of technologies to support and enhance instructional methods that: (a) develop higher-level thinking, decision-making, and problem-solving skills; (b) meet the individual and diverse needs of learners; and (c) create assessment-rich and collaborative learning environments;
3. Evaluate the factors critical for successful implementation of educational technology;
4. Supervise teachers' technology-supported instructional practices and provide constructive feedback on it; and
5. Advocate for policies, programs, and funding opportunities that support the integration and implementation of educational technology.

Conceptual Framework

This course is conceptually based on Standard 2: Digital Age Learning Culture of the International Society for Technology in Education's *National Educational Technology Standards for Administrators (NETS-A)*. This standard reads:

NETS-A Standard 2. Digital Age Learning Culture. Educational administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- model and promote the frequent and effective use of technology for learning.
- provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- ensure effective practice in the study of technology and its infusion across the curriculum.
- promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

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 texts:

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York, NY: Teachers College Press.

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

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 (justin.bathon@uky.edu) or Skype (jbathon)

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**

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 composition². 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 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.

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.

	<p>due.</p> <p>Student responds to at least one other students' response in each discussion thread by the date / time due.</p> <p>Student responds to all individual questions posed by classmates or the instructor by the date / time due.</p>	<p>Student responds to at least one other person's response in each discussion thread by the date / time due.</p> <p>Student responds to some individual questions posed by classmates or the instructor by the date / time due.</p>	
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3. School Leadership Blogging Project (30 points). Students will create a blog focused on the technology leadership (or lack thereof) within their school organization(s). Students will post at least 3 times per week in every week of the course, thus facilitating ongoing and continuous reflection on the major themes of the course and implementation (and lack thereof) in their local settings. Students should solicit followers, give RSS access, and respond to comments as they are posted to the blog. Students should also find outlets to publicize this blog to other school-level leaders.

School Leadership Blogging Project Grading Rubric			
	Excellent (8 points)	Average (4 points)	Underperforming (2 points)
Post frequency	Student posted, on average, three times per week.	Student posted, on average, 1-2 times per week.	Student posted, on average, less than 1 time per week.
Post quality	Student posts were comprehensive in that they addressed major themes of the course and the extent to which course concepts are (or are not) implemented in their local settings.	Student posts were shallow in the way they addressed major themes of the course and the extent to which course concepts are (or are not) implemented in their local settings.	Student posts were weak in the way they addressed major themes of the course and the extent to which course concepts are (or are not) implemented in their local settings.
Reader interaction	Student replied to reader comments consistently and thoughtfully.	Student replied to reader comments in an inconsistent manner or shallow way.	Student replies to readers were weak or non-existent.
	Excellent (6 points)	Average (3 points)	Underperforming (1 point)
Dissemination	Student comprehensively solicited followers, created RSS access, and found outlets to publicize their blog to other school leaders.	Student made a shallow effort to solicit followers, create RSS access, and find outlets to publicize their blog to other school leaders.	Student made a weak or no effort to solicit followers, create RSS access, and find outlets to publicize their blog to other school leaders.

4. Technology Integration Audit (30 points). Course participants will conduct a point-in-time critical analysis of how technology is being used by students, teachers, and administrators in their school(s). This analysis should be comprehensive including mainstream and special needs classrooms. This abbreviated snapshot of current status will include use of interviews, observations, document analysis, and other available data. The analysis design and implementation will be co-constructed and co-evaluated by the instructor and students during the course. The analysis should be compiled into a report in a format that could be presented to a school governing body.

Technology Integration Audit Grading Rubric			
	Excellent (20 points)	Average (10 points)	Underperforming (5 points)
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 (10 points)	Average (5 points)	Underperforming (2 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.

5. **NETS-A Standard 2 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 2 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. Readers/viewers always have a sense of where they are in the vision, where they came from, and where they are going	Initial appearance of the work product inspires readers/viewers and develops confidence. There are some spelling and/or grammar errors. Readers/viewers usually have a sense of where they are in the vision, where they came from, and where they are going.	Initial appearance of the work product does not inspire readers/viewers or develop confidence. There are extensive spelling and/or grammar errors. The piece 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	Objectives Met:	Points Possible
1. Synchronous Meeting Attendance	N/A	15
2. Discussion Board Threads	1,2,3,5	15
3. School Leadership Blog Project	1, 5	30
4. Technology Integration Audit	2, 3, 4	30
5. Reflection Paper	1, 3, 4, 5	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 <ul style="list-style-type: none"> • Course introduction • Syllabus, objectives, expectations 		
2	Introduction	<p><i>How does digital age learning impact school leadership?</i></p> <p><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> 1. Collins and Halverson Chapters 1 & 2 2. Brown, J. S., & Duguid, P. (2002). <i>The social life of information</i>. Boston, MA: Harvard Business School Press. [pp. 1-33] 3. Kopcha, T. J. (2010). A systems-based approach to technology integration using mentoring and communities of practice. <i>Education Technology Research and Development</i>, 58, 175-190. 4. Stuart, L. H., Mills, A. M. & Remus, U. (2009). School leaders, ICT competence and championing innovations. <i>Computers &</i> 	<ul style="list-style-type: none"> • Discussion Threads

		<p><i>Education</i>, 53, 733-741.</p> <p>5. View the following videos:</p> <ul style="list-style-type: none"> • 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) <p style="text-align: center;"><u>Suggested Readings and Activities</u></p> <p>1. Chapters 1, 2, & 3 in Kelly, F.S., McCain, T., & Jukes, I, (2009). <i>Teaching the Digital Generation</i>. Thousand Oaks, CA: Corwin.</p> <p>6. Butler, K. (2010, Oct.). A small districts big innovator. <i>District Administrator</i>, 78-82.</p>	
3	<p>Virtual Synchronous Meeting</p> <ul style="list-style-type: none"> • Introduction to 21st Century change • Net Generation learning 		
4	<p>Evaluating teacher needs</p>	<p><i>What are the technology needs of teachers? How do school leaders determine those needs?</i></p> <p style="text-align: center;"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> 1. Collins and Halverson Chapters 3 & 4 2. Cuban, L. (1993). Computers meet classroom: Classroom wins. <i>Teachers College Record</i>, 95(2), 185-210. 3. Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration reframed. <i>Journal of Research on Technology in Education</i>, 41(4), 393-416. 4. Hughes, J. E. (2005). The role of teacher knowledge and learning experiences in forming technology-integrated pedagogy. <i>Journal of Technology and Teacher Education</i>, 13(2), 277-302. 5. Shulman, L. (1986). Those who understand: Knowledge growth in teaching. <i>Educational Researcher</i>, 15(2), 4-14. 6. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A new framework for teacher knowledge. <i>Teachers College Record</i>, 108(6), 1017-1054 7. Explore: TPCK – Technology Pedagogical Content Knowledge, http://www.tpack.org <p style="text-align: center;"><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> 1. Peck, C., Cuban, L., & Kirkpatrick, H. (2002). Techno-promoter dreams, student realities. <i>Phi Delta Kappan</i>, 83(6), 472-480. 2. Hughes, J. E., & Navarrete, C. C. (in press). 	

		Classroom technology integration. In R. J. Hancock and S. McLeod (in press). <i>What school administrators need to know about technology leadership</i> . Washington, DC: International Society for Technology in Education.	
5	21st Century Skills	<p><i>How do 21st Century skills impact schools and learning?</i></p> <p style="text-align: center;"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> Collins and Halverson Chapters 5 & 6 Wagner (Chapters 1-2) Yee, D. L. (2000). Images of school principals' information and communications technology leadership. <i>Journal of Information Technology for Teacher Education</i>, 9(3), 287-30. Review following websites: <ol style="list-style-type: none"> Small District Technology Leadership Wiki Partnership for 21 Century Skills View: McLeod at EduBlogger http://blip.tv/file/2300392/ <p style="text-align: center;"><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> Afshari, M., Bakar, K. A., Luan, W. S., Afshari, M., Fooi, F. S., & Samah, B. A. (2010). Computer use by secondary school principals, <i>The Turkish Online Journal of Educational Technology</i>, 9(3), 8-25. 	<ul style="list-style-type: none"> Discussion Threads Analysis of School Technology Use
6	Virtual Synchronous Meeting <ul style="list-style-type: none"> 21st Century skills Knowledge economy Digital natives and digital immigrants 		
7	Digital Age Learning Continued	<p><i>What are the challenges facing school leaders as they navigate the digital landscape?</i></p> <p style="text-align: center;"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> Wagner (Chapters 3) Collins and Halverson Chapters 7 & 8 Flanagan, L. & Jacobsen, M. (2003). Technology leadership for the twenty-first century principal. <i>Journal of Educational Administration</i>, 41(2), 124-14 Landerholm, E., Gehrie, C. & Hao, Y. (2004). Educating early childhood teachers for the global world. <i>Early Child Development and Care</i>, 174(7-8), 593-596. Patrick, S. (in press). Online learning. In R. J. Hancock and S. McLeod (in press). <i>What school administrators need to know about technology leadership</i>. Washington, DC: International Society for Technology in Education. 	<ul style="list-style-type: none"> Discussion Threads

		<p align="center"><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> Chapter 2 in Brewer, E. W., DeJonge, J. O., & Stout, V. J. (2001). <i>Moving to Online</i>. Thousand Oaks, CA: Corwin. Chapter 6 in Alle, V. (2003). <i>The Future of Knowledge</i>. Burlington, MA: Elsevier. 	
8	<p>Virtual Synchronous Meeting</p> <ul style="list-style-type: none"> Digital age learning continued 		
9	<p>Policy and Virtual Schooling</p>	<p><i>What is the role of e-learning in school technology leadership?</i></p> <p align="center"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> Wagner (Chapters 4-5). Collins and Halverson Chapters 9 & 10 Abrego, J., & Pankake, A. (2010). PK-12 virtual schools: The challenges and roles of school leaders, <i>Educational Considerations</i>, 37(2), 7-13. Association of State Boards of Education. (2001). <i>Any time, any place, any path, any pace: Taking the lead on e-learning policy</i>. Alexandria, VA: Author United States Department of Education. (2000). <i>E-learning: Putting a world-class education at the fingertips of all children. National Education Technology Plan 2000</i>. Washington, DC: Author. <p align="center"><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> Dede, C. (2001). Enhancing state and local policymaking about educational technologies. In <i>Great expectations: Leveraging America's investment in educational technology</i> (pp. 41-47). Washington, DC: Benton Foundation. Dede, C. (2001). Appendix A: State policy framework for assessing educational technology implementation. In <i>Great expectations: Leveraging America's investment in educational technology</i> (pp. 48-54). Clark, T. (2001, October). <i>Virtual schools: Trends and issues. A study of virtual schools in the United States</i>. San Francisco, CA: WestEd Distance Learning Resource Network. [pp. i-26]. International Association for K-12 Online Learning. (2010). <i>Keeping pace with K-12 online learning: An annual review of policy and practice</i>. Evergreen, CO: Evergreen Education Group. Culp, K.M., Honey, M., & Mandinach, E. (2003). <i>A Retrospective on Twenty Years of Educational Technology Policy</i>. Washington, 	<ul style="list-style-type: none"> Discussion Threads School Leadership Blog Project

		DC: U.S. Department of Education.	
10	Virtual Synchronous Meeting <ul style="list-style-type: none"> • Policy issues • Present school leader blog project 		
11	School Technology Leadership Policy Issues	<p><i>What are the policy issues facing school technology leaders?</i></p> <p style="text-align: center;"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> 1. Wagner (Chapter 6). 2. McDonnell, L. M. & Elmore, R. F. (1987). Getting the job done: Alternative policy instruments. <i>Educational Evaluation and Policy Analysis</i>, 9(2), 133-152. 3. Dede, C. (2002, June). <i>No cliché left behind: Why education policy is NOT like the movies</i>. Retrieved from http://www.ncrel.org/tech/netc/2002/keynote.htm 4. National Center on Education Policy. (2002, November). <i>Preserving principles of public education in an online world: What policymakers should be asking about virtual schools</i>. Washington, DC: Author. 5. Meza, J. (1992). How local school administrators can influence state-level policy. In P. First (Ed.), <i>Educational policy for school administrators</i> (pp. 202-208). Boston, MA: Allyn and Bacon. 6. Culp, K. M., Honey, M., & Mandinach, E. (2003). <i>A retrospective on twenty years of educational technology policy</i>. Washington, DC: U.S. Department of Education. <p style="text-align: center;"><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> 1. Chapter 1 & 2 in Wells, C. (2010). <i>Smarter Clicking: School Technology Policies that Work</i>. Thousand Oaks, CA: Corwin. 2. United States Department of Education. (1996). <i>Getting America's students ready for the 21st century: Meeting the technology literacy challenge. National education technology plan 1996</i>. Washington, DC: Author. 3. United States Department of Education. (2004). <i>Toward a new golden age: How the Internet, the law, and today's students are revolutionizing expectations. National education technology plan 2004</i>. Washington, DC: Author. 4. United States Department of Education. (2010). <i>Transforming American education: Learning powered by technology. National education technology plan 2010</i>. Washington, DC: 	• Reflection Paper

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