

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 665			
b.	Full Title: School Technology Leadership for Digital Citizenship			
c.	Transcript Title (if full title is more than 40 characters):	<u>School Tech Lead Dig Cit</u>		
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 examines school administrators' social, ethical, and legal issues and responsibilities all students, including those with disabilities and special needs, for digital citizenship. Facilitating understanding of evolving virtual school environments and modeling digital citizenship at the school, district, and state levels are also addressed. 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

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

3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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 SR 3.1.4.)		
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 665

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 665	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>ELS 680 - Leadership for Digital Citizenship in a 21st Century World (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 Law Court; Digital Policy Writing; and Class YouTube Reflection. 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 methods. Student performance is assessed by the instructor through participation in and monitoring of</p>

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

Distance Learning Form

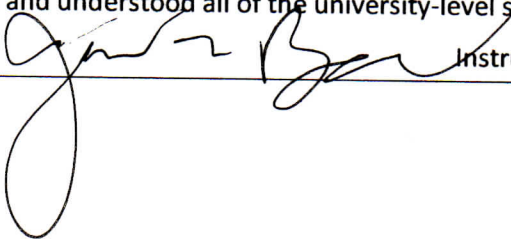
This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	asynchronous, on-line interactions, observations of in-class discussions, feedback on Individual Reflections (on-line), evaluation of Reflection Papers (see syllabus).
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 Proposed MEd/ EdS and Graduate Certificate 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 tools) and will assist students as needed. As a hybrid course offering, the classroom instruction will also include</p>

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	<p>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"> <input type="radio"/> "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"> <input type="radio"/> Carla Cantagallo, DL Librarian <input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="radio"/> Email: dllservice@email.uky.edu <input type="radio"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_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>

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

EDL 665
School Technology Leadership for Digital Citizenship

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 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 examines school administrators' social, ethical, and legal issues and responsibilities all students, including those with disabilities and special needs, for digital citizenship. Facilitating understanding of evolving virtual school environments and modeling digital citizenship at the school, district, and state levels are also addressed. 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 model and facilitate understanding of social, ethical, and legal issues related to an evolving digital culture. In order to adequately prepare leaders, a basic understanding of digital citizenship as it relates school technology leadership is crucial. As such, this course examines the issues focused around Standard 5: Digital Citizenship 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 3, 4, 5, and 6. By the conclusion of this course students will be able to:

1. Ensure equity of access to technology resources that enable and empower all learners and educators;
2. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology;
3. Promote and enforce privacy, security, and online safety related to the use of technology;
4. Promote and enforce environmentally safe and healthy practices in the use of technology; and
5. Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Conceptual Framework

This course is conceptually based on Standard 5: Digital Citizenship of the International Society for Technology in Education's *National Educational Technology Standards for Administrators (NETS-A)*. This standard reads:

NETS-A Standard 5. Digital Citizenship. Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
- promote and model responsible social interactions related to the use of technology and information.
- model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

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:

Bissonette, A. M. (2009). *CyberLaw: Maximizing safety and minimizing risk in classrooms*. Thousand Oaks, CA: Corwin.

Trolley, B. C., & Hanel, C. (2009). *Cyber kids, cyber bullying, cyber balance*. 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>.

Being that this course is online is required.

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 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 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

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

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

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. 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	Average	Underperforming

	(10 points)	(6 points)	(3 points)
Expectations	<p>Student responds completely and thoughtfully to every thread by the date / time 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 completely and thoughtfully to every thread 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>	<p>Student responds thoughtfully and completely to every thread by the date / time due.</p>

3. **Technology Law Court (25 points).** In groups, students will prepare for a mock trial on technology law issues. The oral argument component of the mock trials will be conducted during virtual synchronous class meetings. In class students will jointly debate the legal merits of particular technology policies. After the oral argument, the teams will submit one legal brief to the court (i.e., instructor) outlining their case. The brief should be between 5-10 pages in length and address statutory, case law, policy or other pertinent legal topics that support your position, as well as providing legal reasoning toward why the opposing position is incorrect.

Technology Law Court Grading Rubric			
	Excellent (6 points)	Average (3 points)	Underperforming (1 point)
Oral Argument: Interpretation of facts	Facts are well recapped and important facts are incorporated throughout the argument.	Facts are well recapped but not effectively used throughout argument, or are recapped, but at times erroneous, or not well incorporated in argument.	Facts are absent completely in argument or are continuously erroneous in argument
Oral Argument: Understanding of legal issue(s)	Intelligent articulation of legal issues throughout the argument. Presenter is clearly knowledgeable of the legal issues at hand.	Throughout most of the argument, an articulation of important legal issues is apparent. Most legal issues are articulated but team strays slightly from the point.	No legal issues are presented, or some are presented but there is no understanding/ineffective understanding of legal issues.
Oral Argument: Knowledge and successful use of case law	Application of case law advances the argument and greatly supports the presenter's message. An obvious understanding and innovation are present.	Application of case law somewhat advances the overall stance and supports the argument.	No case law is presented or there is weak application and analysis of case law.
Oral Argument: Effectiveness and persuasiveness of argument	A mix of spin, effective analysis, and understanding of legal issues all add to a moving, persuasive argument.	This score accounts for two situations: (A) half of the argument has evident persuasion while half is lacking, or (B) most of the argument is evidently persuasive, but ineffective	Almost no/ineffective persuasion or the argument is unintelligible.
	Excellent	Average	Underperforming

	(3 points)	(2 points)	(1 point)
Overall writing of brief	Writing is top-rate and creative	Writing and argument is somewhat composed.	Writing is seriously flawed
Legal brief length	Brief is within the 5-10 page limit	Brief is somewhat too long or short.	Brief is excessively long or short.

4. **Digital Policy Writing (35 points).** Find and critique a school policy that digital technologies affect. Rewrite the policy within the lens of digital citizenship. Then, write both a 1 page white-paper that can be handed out to school officials addressing the reasons for the change and a short (3-4 pages) reflection on the process of policy change within this context. These components should be handed in as a single assignment.

Digital Policy Writing Grading Rubric			
	Excellent (5 points)	Average (3 points)	Underperforming (1 point)
Policy selected	Student selects a school policy that is clearly affected by digital technologies.	Student selects a school policy that may be affected by digital technologies but not squarely so.	Student selects a school policy that is not affected by digital technologies.
New policy: overall tone	The new policy draft elegantly incorporates issues of digital citizenship.	The new policy draft addresses digital citizenship but does so in a perfunctory way.	The new policy draft contains a weak inclusion of digital citizenship.
Context or background	Brief defines the current state of affairs and rationale for a needed change in clear terms	Brief defines the current state of affairs and rationale for a needed change in mostly clear terms. Some issues are not clear	Brief lacks context or background which defines the current state of affairs and rationale for a needed change.
Policy change	Brief describes the policy change in clear terms	Brief describes the policy change in mostly clear terms	Brief describes the policy change in unclear or ambiguous terms
Benefits and risks	Brief includes clear benefits and potential risks of the new policy	Brief touches tangentially on the benefits and potential risks of the new policy	Brief omits or weakly addresses the benefits and potential risks of the new policy
Policy evaluation	Brief suggests clear, logical and feasible metrics or indicators to measure the effect of the new policy	Brief provides some metrics or indicators to measure the effect of the new policy	Brief contains weak or no metrics or indicators to measure the effect of the new policy
	Excellent (3 points)	Average (2 points)	Underperforming (1 point)
Reflection paper	Student comprehensively reflects on the process of policy change within the current project and within digital citizenship in general	Student comprehensively reflects on the process of policy change within the current project and within digital citizenship in general	Student comprehensively reflects on the process of policy change within the current project and within digital citizenship in general
	Excellent (2 points)	Average (1 points)	Underperforming (.5 points)
Reflection Paper: 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	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	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,

	are in the vision, where they came from, and where they are going	they came from, and where they are going.	where they came from, or where they are going.
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5. **NETS-A Standard 5 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 5 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, 4, 5	15
3. Technology Law Court	2, 3, 4	25
4. Digital Policy Writing	1, 2, 3	35
5. Reflection Paper	1, 2, 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, and expectations 		
2	Introduction	<p><i>What is legal, ethical, and digital citizenship issues impact school technology leadership?</i></p> <p><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> Bissonette (Chapter 1) Trolley & Hanel (Chapter 1). Quinn, D. (2003). Legal issues in education technology: Implications for school leaders. <i>Educational Administration Quarterly</i>, 39(2), 187-207. National School Boards Association, Technology School Law Page: http://www.nsba.org/MainMenu/SchoolLaw/Issues/Technology.aspx Garland, V. E. (2009). Emerging technology trends and ethical practices for the school principal. <i>Journal of Educational Technology Systems</i>, 38(1), 39-50. Recent blog postings (to be announced) <p><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> Chapter 2 in Dantley, M. E., & Tilman, L. C. (2010). Social justice and moral transformative leadership, in Marshall, C. & Olivia, M. (2010). <i>Leadership for Social Justice</i>. Boston, MA: Allyn and Bacon. 	<ul style="list-style-type: none"> Discussion Threads
3	Virtual Synchronous Meeting <ul style="list-style-type: none"> Introduction to school technology law 		
4	Technology Implications on School Law	<p><i>What are the legal responsibilities of school technology leaders? How do school technology leaders address the needs of students with special needs?</i></p>	<ul style="list-style-type: none"> Discussion Threads Technology Law Court

		<p align="center"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> 1. Bissonette (Chapter 2-3) 2. Trolley & Hanel (Chapter 3) 3. Bathon, J. M. (in press) Expression and Association Rights of School Employees in Electronic Environments. <i>Journal of School Leadership</i>. 4. Chapter 5 in Hinduja, S., & Patchin, J. W. (2009). <i>Bullying: Beyond the Schoolyard</i>. Thousand Oaks, CA: Corwin. 5. Lankutis, T. (2004). Special needs technologies: An administrator's guide. <i>Technology & Learning</i>, 25(2), 30-35. 6. Schulz-Hamsa, I. (1998). <i>Inclusion and technology: A marriage of convenience for educational leaders</i>. Technology & Teacher Education Annual. Society for Information Technology and Teacher Education. 7. Explore: Kentucky Adaptive Technology Service (KATS Network) 8. Recent blog postings (to be announced) <p align="center"><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> 1. Chapter 8 in Schrum, L., & Levin, B. B. (2009), <i>Leading 21st Century Schools</i>. Thousand Oaks, CA: Corwin, 2. Chapters 1 and 11 in Woodward, J. & Cuban, L. (2001). <i>Technology, Curriculum and Professional Development: Adapting School to Meet the Needs of Students with Disabilities</i>. Thousand Oaks, CA: Corwin. 	
5	Virtual Synchronous Meeting	<ul style="list-style-type: none"> • Technology and its implication on law 	
6	Contracts & Copyright	<p><i>What issues school technology leaders know about contracts and copyrights?</i></p> <p align="center"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> 1. Bissonette (Chapter 4-5) 2. Trolley & Hanel (Chapter 3) 3. Part IV in Brooks-Young, S. (2006). <i>Critical Technology: Issues for School Leaders</i>. Thousand Oaks, CA: Corwin. 4. Recent blog postings (to be announced) 	<ul style="list-style-type: none"> • Discussion Threads • Technology Law Court
7	Virtual Synchronous Meeting	<ul style="list-style-type: none"> • Contracts • Copyrights 	
8	Cyber-Safety	<p><i>What is cyber-safety? What is the role of the school technology leader regarding cyber-safety?</i></p> <p align="center"><u>Required Reading and Activities</u></p>	<ul style="list-style-type: none"> • Discussion Threads • Technology Law Court

		<ol style="list-style-type: none"> 1. Trolley & Hanel (Chapter 4) 2. Bissonette (Chapter 6-7) 3. National Conference of State Legislators (2009). Children and the Internet: Laws relating to filtering, blocking and usage policies in schools and libraries. http://goo.gl/E6Sn 4. Recent blog postings (to be announced) <p style="text-align: center;"><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> 1. Chapters 1, 2, & 3 in Hinduja, S., & Patchin, J. W. (2009). <i>Bullying: Beyond the Schoolyard</i>. Thousand Oaks, CA: Corwin. 	
9	Virtual Synchronous Meeting <ul style="list-style-type: none"> • Cyber-safety 		
10	Ethical Issues	<p><i>What ethical issues are involved in school technology leadership?</i></p> <p style="text-align: center;"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> 1. Bissonette (Chapter 8) 2. Trolley & Hanel (Chapter 5) 3. Bathon, J., & Becker, J. (in press). Educational Technology: Legal & Ethical Issues, in <i>What administrators need to know about education technology</i>. International Society for Technology in Education. 4. Beglau, M. M. (2005). Can technology narrow the black-white achievement gap? <i>T.H.E. Journal</i>, 32(12), 13-17. 5. O'Donnell, D. J. (2005). Promoting self-esteem. <i>Learning & Leading with Technology</i>, 32(5), 26-29. 6. Recent blog postings (to be announced) <p style="text-align: center;"><u>Suggested Readings and Activities</u></p> <ol style="list-style-type: none"> 1. Chapter 8 in Collins & Halverson (2009). <i>Rethinking education in the age of technology</i>. New York, NY: Teachers College. 2. Leadership Ethics, pages 301- 315 in Northouse, P.G. (2004). <i>Leadership: Theory and Practice</i> (3rd Ed.). Thousand Oaks, CA: Sage 	<ul style="list-style-type: none"> • Analysis of School Technology Use • Discussion Threads • Digital Policy Writing
11	Virtual Synchronous Meeting <ul style="list-style-type: none"> • Ethics and law 		
12	Policy & Future Issues	<p><i>What legal policy issues impact school technology leadership? What future legal issues are on the horizon?</i></p> <p style="text-align: center;"><u>Required Reading and Activities</u></p> <ol style="list-style-type: none"> 1. Bissonette (Chapter 9) 	<ul style="list-style-type: none"> • Discussion Threads • YouTube Reflection • Reflection Paper

		<ul style="list-style-type: none">2. Trolley & Hanel (Chapter 6)3. Ribble, M. S., & Bailey, G. D. (2005). Developing ethical direction. <i>Learning & Leading with Technology</i>, 32(7) 36-39.4. Recent blog postings (to be announced)	
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