

EDTC 6149 – Administration of School Technology

Course instructor: Dr. Jesse Strycker

Email: STRYCKERJ@ECU.EDU - I will do my best to respond to email within 24 to 48 hours during the week. Email sent after 3:00 pm on Friday should receive a response no later than noon the following Monday.

Office: Flanagan 335

Office hours: Wednesday 11:00AM-4:00PM and by appointment.

Telephone: Office – 252-328-9365

- If you leave a message, please include your name and a phone number where I can reach you (if you're wanting a call back instead of an e-mail reply)

Communicating with me:

I am happy to meet with you during office hours, talk with you on the phone, communicate via email, or meet with you virtually through Skype or Centra. If you would like to meet with me in person, please contact me ahead of time so that I can confirm I will be in the office during those times or if you would like to set up an appointment at a different time. Please include "6149" in your e-mail subject lines to help me in sorting your e-mails.

Course Description

Theory and principles of planning and administering school technology programs.

Course Goals

At the completion of this course, student will be able to:

1. Analyze school policies, procedures manuals, and school improvement plans to ensure these reflect state initiatives.
2. Demonstrate an understanding of relationships between 21st-Century school curriculum and technology integration.
3. Discuss and describe strategies to ensure collaboration across the diverse interests of teachers, administrators, support staff, parents, and students. (other stakeholders may emerge during discussions)
4. Use evaluative criteria to select and manage digital resources, hardware, and networking configurations needed to support 21st-century school environments.
5. Define policies and procedures to effectively manage technology for the safety of students.
6. Identify key attributes of an effective leader in school technology.
7. Apply principles of technology management in planning and decision making.

Course Meeting Times

This course is conducted entirely online. There will be no class meetings on campus. You are expected to check the course Blackboard site regularly for class announcements, new content, and discussion board postings.

Required Texts

- *Leading 21st Century School Harnessing Technology for Engagement and Achievement* by Lynne Schrum and Barbara B Levin (2009). Publisher: Corwin – Sage company
- *Security vs. Access: Balancing Safety and Productivity in the Digital School* by LeAnne K. Robinson, Abbie H. Brown, & Tim D. Green. (2010). Publisher: SITE

Recommended Text

- *Publication Manual of the American Psychological Association, Sixth Edition.* (2009). Washington, DC: American Psychological Association.
- The APA manual is available through the ECU bookstore as well just about any reasonably-sized bookstore.

Resources:

- IMPACT: Guideline for North Carolina Media Technology Programs.pdf – Located in Course Docs. Section of Bb
- Continuing Education resources - <http://www2.ed.gov/teachers/dev/contedu/edpicks.jhtml>
- Free Professional development book - <http://www.learningpt.org/pdfs/pd/lftb.pdf>
- IMPACT - http://it.ncwiseowl.org/resources/i_m_p_a_c_t/
- Free book - Technology @ Your Fingertips: <http://nces.ed.gov/pubs98/tech/index.asp>

The textbooks and these resources will help you with this course. Your experience, as well as researching on your own will also be required.

Course requirements

All students are expected to communicate via email and the course web site with other students and the professor. For this class, you are required to use the ECU mail account that you have been provided with. Please send emails to me directly from your ECU email account as messages sent through Black Board can sometimes get stuck in the system and not delivered.

PLEASE NOTE: Although online learning provides flexibility for you to choose when you will participate in the course activities please understand that I work primarily on weekdays. During the week I will make every effort to respond to email within 24 hours. Email after 3:00 pm on Friday should receive a response by noon on the following Monday.

Assignments

Assignments are listed below. Details for each assignment are in the course Blackboard site. Each assignment is described in detail within its corresponding module. There is a course schedule on the last page of this syllabus containing due dates for each assignment.

Written assignments are to be formatted with APA style unless otherwise noted. APA is short for American Psychological Association. The style is the format most often used by scholars of education.

Course participation and discussion boards grading

Participation in class is a professional expectation.

Discussion boards	Points
Self Introduction	5
Communication Strategies	2
Technology in your school	2
Group Case study	2

Key leader attributes	2
Internet Copyright favorites	2
Simulation Game	3
Reading Discussions	6

Written assignment and grading

Written Assignment Title	Assignment number	Points
Visions/Mission Statement & MTAC	2	10
Who has the Most Complete Technology Policy & Procedure Manual? NC or ???	3	10
Case Studies – Group project	4	10
Policies: Software selection, Web site development	5	10
Policies: Faculty/staff & Student AUPs & Copyright	6	10
Flexible Access Policy, Program Evaluation Plan & Managing Change	7	10
Final – Polices and Procedures Manual	8	25

PLEASE NOTE: There are rubrics for all assignments except your self-introduction. The rubrics are at the end of each assignment sheet.

Grade Scale

NOTE: Based on percentages

A = 91-100

B = 81-90

C = 71-80

F = less than 70

Incompletes or deferred grades

These are not given except under EXTREME and/or extenuating circumstances that need to be discussed with the professor prior to the posting of the final grade.

Disability Services

East Carolina University seeks to comply fully with the American's with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252-328-1016 Voice/TTY)

Continuity of Services

In the event of a server natural disaster or pandemic flu the University will continue to operate with a varied approach to services. In the event that a natural disaster occurs or there is a pandemic flu alert I will contact you via email and post a message within the Blackboard course site. If possible, we will continue to conduct class via Blackboard. In the event that the class cannot be conducted through Blackboard, we will rely on a combination of mailings and phone trees.

Policy of Nondiscrimination

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection that is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications. In September 1973, Congress passed Section 504 of the Rehabilitation Act. Section 504 states:

"No otherwise qualified handicapped individual in the United States shall, solely on the basis of his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" Consistent with the ADA and Section 504, the policy of East Carolina University is that no qualified individual with a disability may be discriminated against on the basis of his or her disability. Qualified individuals with disabilities are encouraged to seek admission to the university, and applicants are actively recruited for employment. East Carolina University is making affirmative efforts to accommodate qualified individuals with disabilities. Such efforts include elimination of physical barriers and the provision of individual accommodation. Our goal at the University is to promote institutional programs and employment practices that are accessible to all individuals with disabilities.

The philosophy of the Department for Disability Support Services (DSS) consists of four basic elements: That no individual be discriminated against, denied the benefits of, or excluded from participation solely on the basis of the existence of a disability; that physical and attitudinal barriers, inasmuch as possible, are removed; that individuals with disabilities have an equal opportunity to pursue their educational goals. That each student is unique with needs that are tailored to the individual. Through DSS, the university seeks to meet individual needs by coordinating and implementing internal policy regarding programs, services, and activities for individuals with disabilities. The department functions as a source of information and advice and as a communication link among individuals with disabilities, faculty and staff members, state rehabilitation agencies, and the community at large. Accommodating individuals with disabilities in a mainstreamed environment is the overall objective of the DSS.

Academic Integrity:

1. Principle of Academic Integrity - Academic integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University.
2. Academic Integrity Violations - Academically violating the Honor Code consists of the following:
 - 2.1. Cheating- Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
 - 2.2. Plagiarism. Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's own original work.
 - 2.2. Falsification- Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
 - 2.3. Attempts- Attempting any act that if completed would constitute an academic integrity violation as defined herein.
3. Student Observation of Suspected Violation - A student or group of students knowing of circumstances in which an academic violation of the Honor Code may have occurred or is likely to

occur is encouraged to bring this knowledge to the attention of the responsible faculty member or to the dean or department chair or to the attention of a member of the university Academic Integrity Board.

Course Schedule (Subject to change if necessary during the semester)

All assignments are due at **11:59PM EST** on the due date.

	Date Assignment Begins	Date Assignment Ends	Topic	Reading Assignments
Assignment 1	Wednesday, January 16th	Wednesday, January 23rd	Introduction to course Leading 21 st Century Schools: What School Leaders Need to Know & Digital Information Age	Read Syllabus Read Chs. 1 & 2 <i>Leading 21stC. Schools</i>
Whole class discussion board	Wednesday, January 16th	Wednesday, January 23rd	Post Introduction of yourself	
Assignment 2	Wednesday, January 23rd	Wednesday, January 30th	Technology Mission Statement and MTAC . Collaboration, Communication & Community	Read IMPACT: Guideines pdf pgs. 108, 116, 129, 265. Read Ch. 3 & 7 in <i>Leading 21stC. Schools</i>
Whole Class Discussion Board	Wednesday, January 23rd	Wednesday, January 30th	Describe your strategy for communicating with parent, students, teacher, and administrators	
Assignment 3	Wednesday, January 30th	Wednesday, February 13th	Who has the best technology policy and procedure manual!	Read Ch. 6 in <i>Leading 21stC. Schools</i> Chs. 1 & 2 in <i>Security vs Access</i>
Whole Class Discussion Board	Wednesday, January 30th	Wednesday, February 13th	How is technology used in your school? Categorize it as administration, collaboration, communication, creation.	
Assignment 4	Wednesday, February 13th	Wednesday, February 27th	Case Studies on Educational Technology Leadership	Read Ch. 3 & 4 in <i>Security vs Access</i>
Whole Class Discussion Board	Wednesday, February 13th	Wednesday, February 27th	Post your group's case study document to discussion board. Read and respond to 2 groups'	

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			post	
Assignment 5	Wednesday, February 27th	Wednesday, March 13th	Strategic Leadership Software Selection Policy Website Selection Policy	Read Ch. 8 in <i>Leading 21stC. Schools</i>
Whole Class Discussion Board	Wednesday, February 27th	Wednesday, March 13th	Based on your experience and readings, identify key attributes of an effective leader of technology. The environment could be a district, school, or other.	
Assignment 6	Wednesday, March 13th	Wednesday, March 27th	Faculty/Staff Acceptable Use Policy & Student Acceptable Use Policy & Copyright Policy	Ch. 6 & 7 in <i>Security vs Access</i>
Whole Class Discussion Board	Wednesday, March 13th	Wednesday, March 27th	Post to the discussion board 3 of your favorite Internet copyright resources.	
Assignment 7	Wednesday, March 27th	Wednesday April 10th	Leadership Hard questions Flexible Access Policy, Program Evaluation & Managing Change	Read Ch. 9 in <i>Leading 21stC. Schools</i> Technology Coordinator Handbook pg. 133-134. Ch. 6 in <i>Security vs Access</i>
Assignment 8	Wednesday April 10th	Wednesday May 1st	Putting it all together. Create your Policies & Procedures Manual. <i>This is the portfolio artifact.</i>	

References:

Baule, S. (2005). *Case Studies in Educational Technology and Library Leadership*. Linworth Books. Worthington, OH.

IMPACT: Guidelines for North Carolina Media and Technology Programs