

Syllabus
Leadership in Technology, EDUC 6036
Online in Canvas and [Zoom](#)
Summer 2019

Faculty Information:

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Course Description: EDUC 6036's main focus is to provide educational leaders the knowledge and skills necessary to promote the effective use of technology in the classroom. The course will include such topics as school reform, technology standards, evaluation and assessment, pedagogical teaching reform, educational technology legal issues, governance and funding, professional development, equity and access issues.

Syllabus

Indicate on each syllabus the UETS or UELS that the course will assess. Please see the course alignment map for more information.

Note: this does not mean that other standards, content or concepts are to be eliminated or avoided.

Assessment

During the semester the instructor will assess the proficiency level of students in relation to the aligned standards using the integrated rubric in Canvas.

Note: this does not mean that a *test* must be given. Rather, the instructor will make a final assessment based on relevant student work (e.g., projects, presentations, assignments, tests, action research, etc.).

OUTCOMES:

In this course, you will:

- a. Demonstrate development and implementation of a shared vision or comprehensive integration of technology to promote excellence and support transformation throughout the organization.
- b. Demonstrate a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
- c. Demonstrate an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- d. Demonstrate digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
- e. Demonstrate facilitation of understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

TEXTBOOKS & READING MATERIALS

Required Reading:

Web Literacy for Educators, by Alan November
http://www.amazon.com/Web-literacy-Educators-Alan-November/dp/1412958431/ref=pd_sim_b_2/180-3266835-9998640?ie=UTF8&refRID=1MNNR5A4CPV81FHCO96C

Suggested Online Resources:

Educational Technology Planning Guide:
<http://www.learningpt.org/pdfs/tech/guide.pdf>

So You Want to Be a Coach, by Steve Lunt
https://www.amazon.com/So-You-Want-Be-Coach-ebook/dp/B072XNT7SL/ref=sr_1_1?ie=UTF8&qid=1503166417&sr=8-1&keywords=steve+lunt

ESSENTIAL LEARNING OUTCOMES:

Students who are successful in this class should be able to: (in regard to intellectual and perceptual skills)

ELO #1 [Communication](#). Develop and express ideas in writing.

ELO #2 [Digital Literacy](#). Use a variety of computer applications to find, evaluate, and implement to answer open-ended questions to achieve desired goals.

ELO #3 [Problem Solving](#). Break down complex topics/issues into parts to gain a better understanding of them.

ELP #4 [Analysis](#). Design, evaluate, and implement strategies to answer open-ended questions to achieve desired goals.

COURSE ASSESSMENT/EVALUATION TABLE:

Student Learning Outcomes/Assignment	Course Assessments/(Due Date) Intellectual and Practical Skills
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SLO 1 – Journaling Activity/Discussion/Seminar Mtgs.	20% (5/30-8/4)
SLO 2 – Planning the Inquiry Activities	30% (5/30-8/4)
SLO 3 – Professional Disposition/Course Review Papers	15% (5/30-8/4)
SLO 4 – Analyzing the Inquiry/Project Report Activities Quizzes	34% (5/30-8/4)

SCHEDULE OF ASSIGNMENTS AND ACTIVITIES: (Exams, papers, projects, etc., may also include required extra or co-curricular activities, statements of safety or risk assumptions as applicable).

	P O I N T S	Text Review Chapter(s)	Due Date
Administrative Problem Statement	5	1	Week 1 9/10/17
Assignment #2: Administrative Problem and Solutions Research (25 pts.)	25	2-3	Week 4 9/24/17
Assignment #3 – Implementation Report (10 pts.), Critical Friend Review	10	4-6	Week 7 10/15
Assignment 3 – Analyzing and Evaluating the Inquiry (40 pts.) Course Review Paper Discussion/Chat Log Disposition Paper	40	7	Week 10 12/4/16

COURSE REQUIREMENTS: (Grading policy, and as applicable attendance policy, course fees, or other requirements specific to the class.)

Demonstrate in class and/online value-added components, participation in class discussions and activities, knowledge and ideas concerning class topics. Those students missing class or online components because of activities and athletics sponsored by SUU, must be cleared prior to the event with the instructor.

A = 95-100%	A- = 90-94%	
B+ = 87-89%	B = 84-86%	B- = 80-83%
C+ = 77-79%	C = 74-76%	C- = 70-73%
D+ = 67-69%	D = 64-66%	D- = 60-63%
F = 59% and below		

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood policy 6.33 Academic Integrity and the current issue of the student handbook (published by student services) regarding student responsibilities and rights.

ADA STATEMENT: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in room 206f of the Sharwan Smith Center or phone (435) 865-8022. SSD Determines eligibility for and authorizes the provisions of service.

Emergency management STATEMENT: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's Emergency Management Plan can be found at:
<http://www.suu.edu/ad/facilities/emergency-procedures.html>

HEOA Compliance Statement: The sharing of copyrighted material through peer to peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at:
<http://www.suu.edu/it/p2p-student-notice.html>

FUSED ONLINE DELIVERY: For the learner who has never taken an online course before, this might be the best way to get started. This course starts with a live teacher-led session for the entire class (in adobe connect) and then the learners are asked to complete a series of self-paced activities involving reading, videos, quizzes for understanding, reflective discussion postings, etc. within a specific time period. Learners may participate in weekly, live training; or watch the recordings (in our professional learning network) and communicate with their teacher with questions/concerns (again through Google + Hangouts/recordings). The last session is once again a live online session with a facilitator leading the discussion and final activities.

DISCLAIMER: Information in this Syllabus, other than the grading, late assignments, make-up work, and attendance policies, may be subject to change with advanced notice, as deemed appropriate by the instructor.