Instructor: 
Office: 
E-Mail: 
Phone: 
Fax: 
Dept. Phone: 
Office Hrs: Other times available by appointment. 
Mailbox Drop-off: COE Office, Room 220 2nd Floor, Education and Science Building, Davie Campus. 

COURSE NUMBER:  EME 6426  
SECTION:  1 
COURSE TITLE:  Administrative Applications of Instructional Technology 
DAY/TIME: 

I.  CATALOG DESCRIPTION: 

Prerequisite: None 

A survey of instructional technology for the implementation and integration of emerging technology within and organization. The basic understanding developed will allow leaders to be prepared to use technology in an administrative role and to guide members of an organization in the adoption of technology through systematic planning processes and training. 

3 Semester Hours 

II.  TEXTBOOK AND MATERIALS: 


Online resources and assigned readings. 

Required Materials: 

- USB Drive 
- Binder or notebook for handouts and resources 
- Internet access for Blackboard and website 
- Email access to myfau
III. COURSE OVERVIEW:

New advances in technology are being introduced daily. Administrators and organizational leaders are being asked to make judgments on buying and utilizing computer hardware and software, which will best suit the need of administrative staff, instructional staff, and students. Through course activities, students will learn how to use administrative software, develop a technology plan for an organization, and guide staff in the adoption of emerging technology.

IV. GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Course objectives are based upon ISTE competencies for administrators. A complete list is available at NET for Administrators http://cnets.iste.org/currstands/cstands-ietsa.html.

1. Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
   A. able to facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
   B. able to maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision
   C. able to foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology
   D. able to use data in making leadership decisions.

2. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
   A. able to identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement
   B. facilitate and support collaborative technology-enrich learning environments conducive to innovation for improved learning
   C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners
   D. facilitate the use of technologies to support and enhance instructional methods that develop higher-order thinking

3. Educational leaders ensure the integration of technology to support productive systems for learning and administration
   A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies
   B. Implement and use integrated technology-based management and operations systems

4. Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
   A. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning
   B. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.

5. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these.
   A. ensure equity of access to technology resources that enable and empower all learners and educators.
   B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology
   C. promote and enforce privacy, security, and online safety related to the use of technology
   D. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

VI. EVALUATION AND GRADE ASSIGNMENT:

The methods of evaluation and the criteria for grade assignment for this course are:
A. Methods
1.
B. Grading Scale
Letter grades will be awarded based on a percentage of student's total point accumulation. Plus and minus grades are earned by students. This percentage distribution is a university recommendation and will be used for this course.
VII. INSTRUCTIONAL METHODS AND MATERIALS

Methods and activities for instruction

A. This course utilizes one or more of the following: communication through e-mail, cooperative learning activities, small and/or large group discussion and/or activities, lectures, demonstrations, hands-on activities, mini-research projects, and videos.

B. Technologies
Blackboard, websites, word processing, concept mapping, interactive media (PowerPoint, web design, multimedia, etc).

VIII. COURSE REQUIREMENTS/TOTAL POINTS

Final grades will be based on the following:

Assignments

Letter grades will be awarded based on a student's total point accumulation:

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Attendance Policy

- Attendance and participation is expected for all online classes.
- Attendance includes active involvement in all class sessions, class discussions, web discussions, and class activities as well as professional conduct in class.
- Students not able to attend a class meeting must make up instructional content for the missed class (both in class and online), in a fashion agreed upon by the instructor.
- Students must notify the instructor of an anticipated inability to participate in online.

Missed Classes

The student is responsible for obtaining material that is available on the internet. Since this class is online, students are expected to work their crisis situations into the week to allow them to meet their deadline dates.

Assignments

Technology Plan: The technology plan will consist of a mission statement, background information, a needs assessment, planning, professional development, and budget. The plan will also reflect training of the staff in how to use emerging technology. The plan will be developed for an organization. For this project, you may work with a partner.

Portfolio: The portfolio will consist of artifacts that you will be creating using the different software programs. These programs included, Microsoft Project Manager, Excel spreadsheet with budgets, and Access with actual data. The portfolio artifacts will be displayed using a website format.

Website: The website will be created using Front Page. The website will contain the artifacts created in class.

Professional Development Presentation: The presentation will be 10 to 15 minutes long. The presentation will be a presentation to the faculty or staff on a new procedure or technology that will be implementing in the school or organization.
**Internet Professional Resources:** Search the Internet for at least five resources in the following areas: administrative support, teacher and staff support, and technology support, and instruction (any topic relevant to the classroom or organization). Send the information to all of your classmates. From the emails select five resources for each of the categories to be listed on the Resource page of the website.

**Journal Article reviews:** You will do two journal article reviews on the use of technology in the classroom. The articles must come from referred journals. *All articles are to be written within the last three years.* The reviews must include a summary of the article and a reflection about the article. The summary must be written in APA format. The paper should be 4 to 5 pages. Pages include title page and references.

**Assignment Due Dates**

- All documents and products must be posted to the Discussion Board or Assignment Manager in BlackBoard on the days listed above by 12:00 A.M. NO LATE FILES WILL BE ACCEPTED FOR ANY REASON.

- It is recommended that you submit assignments as you finish them. Do not wait until the last few days before a submission due date. If the Blackboard server is down on the submission day, you are out of luck. The sooner you submit the assignments, the sooner we can grade them.

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<tr>
<th>Incompletes</th>
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<tr>
<td>Please review the FAU policy for incompletes. We follow this rule carefully. If you find yourself not keeping up with the work in the course, you will need to drop the course. Pay attention to the dates listed in the university calendar for withdrawing from, or dropping a course.</td>
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<tr>
<th>Academic Dishonesty</th>
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<tr>
<td>Plagiarism and cheating are serious offenses and may be punished by failure on quizzes, tutorials, cases, or Internet Assignments; failure in course; and or expulsion from the University. For more information refer to the &quot;Academic Dishonesty&quot; policy in the University Undergraduate Catalog.</td>
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<th>Need for Assistance</th>
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<td>If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as we have outlined it, or which will require academic accommodations, please notify us as soon as possible.</td>
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<th>Netiquette:</th>
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<td>This is actually a new section this semester brought on by the experience of a prior semester. Anyone in the course certainly has the right to complain about assignments, the instructor, etc through any form of communication they desire including electronic (email, Discussion board). However, in our courses you are required to conduct your communications in a civil and ethical manner.</td>
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| It is improper to use the discussion board to talk about grade issues. It is fine to ask questions pertaining to how to get to one's grades. Grades are between an instructor and a student. It would be unethical for us to talk about a student's grades on the Discussion board. We expect the same courtesy from our students. |

| You will be penalized if you do not follow the netiquette rules listed below and explained in detail on the following web page: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html) |

| You are required to follow the rules set forth on the core rules web site. Ignorance of the rules is not an excuse for not following them. Consequently, it is in your best interest to read through all of the rules. |

**CONTENT OUTLINE:**

**Tentative Schedule***

**NOTE:**

*This is only an approximate schedule. It may be modified to accommodate facilities access and student learning needs.*

Organization and Management  EME 6458 Summer 2006
<table>
<thead>
<tr>
<th>WEEK (s) and date</th>
<th>TOPICS</th>
<th>HOMEWORK Assignment Due</th>
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</table>
| Session 1        | • Introduction to Technology and Planning  
                    • A Changing World | • Chapter 1 Picciano |
| Session 2        | • Technology Planning  
                    □ Mission Statement Development,  
                    Technology Planning Team, Needs Assessment, | • Chapters 1 – 4 Tech. Planning Book  
                    • Chapter 2 Picciano |
| Session 3        | • Gathering Information  
                    • Planning to meet needs of organization | • Chapters 5 & 6 Tech. Planning Book  
                    • Article Review for Technology Planning |
| Session 4        | • Tech Funding  
                    • Tech Policies  
                    • After Developing Tech Plan | • Chapters 7 – 10 Tech. Planning Book  
                    • Chapter 13 Picciano |
| Session 5        | • Program Management  
                    • Microsoft Project Software | • |
| Session 6        | • Using Excel for Budget Management | • |
| Session 7        | • Technology for Instruction  
                    • Multimedia in Education | • Chapters 5 & 6 Picciano |
| Session 8        | • Database Decision Making | • |
| Session 9        | • Database Management  
                    • Using Access to organize date | • Chapter 7 |
| Session 10       | • Internet and Education Applications  
                    • Software Selection and Evaluation | • Chapters 7 & 10 Picciano |
| Session 11       | • Hardware Planning and Evaluation  
                    • Managing Facilities | • Chapters 9 & 12 Picciano |
| Session 12       | • Staff Development | • Chapter 11 Picciano |
| Session 13       | • Change Management Part I | • Readings Hall & Hord |
| Session 14       | • Change Management Part II | • Readings Hall & Hord |
| Session 15       | • Technology Ethical and Equity Issues | • Chapter 3 Picciano |
| Session 16       | • Presentations | • |

**GRADING:**

Letter grades will be awarded based on a student's total point accumulation:

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**RESOURCES**


**INTERNET RESOURCES:**

*Chapter IV Critical and Creative Thinking*: This ebook has a chapter on critical thinking. The chapter includes sections about setting up a classroom which promotes critical thinking. [http://www.sasked.gov.sk.ca/docs/policy/cels/el4.html](http://www.sasked.gov.sk.ca/docs/policy/cels/el4.html)


*Project Based Learning*

*Questioning ToolKit*: This website provides a variety of tutorials to guide you in the development of questions for the classroom. [http://www.fno.org/nov97/toolkit.html](http://www.fno.org/nov97/toolkit.html)

*Information Problem Solving Research Model*: This site has great examples essential questions and models for project based learning.
PBL: This website gives an excellent explanation of what project based learning is, tools for creating your own project based learning activities, and links for tools for writing your own rubrics. http://pblchecklist.4teachers.org/more.shtml

Project Based Learning with Multimedia: This website has great examples of project based learning projects created by teachers. http://pblmm.k12.ca.us/examples_main.htm

Project Approach offers more examples of project based learning activities broken down by age groups. http://www.project-approach.com/examples/projects.htm

Project Approach Website: This website is great for learning about the theory behind project based learning and how to create project based learning activities. http://www.project-approach.com/default.htm

Kid Proj is a great way to have children interact with other children across the world on one project. The website list projects that your classroom can join. http://www.kidlink.org/KIDPROJ/projects.html

Authentic Assessment

Authentic Assessment This site provides a through overview of the authentic assessment and ways to implement authentic assessment in the classroom. http://home.ecn.ab.ca/~7Eljp/edarticles/assessment.htm#Authentic

Authentic Assessment an Overview: Another good site with an overview of authentic assessment with link if you want further information. http://www.teachervision.fen.com/page/4911.html

Portfolios

The Digital Portfolio: This site gives information for how to make digital portfolio and examples. http://www.essentialschools.org/cs/resources/view/ces_res/225


Webquests

The WebQuest Page: This is a portal is a good resource of information about webquests. Examples of webquests are available and a variety of articles about webquests. http://webquest.sdsu.edu/

Building Blocks of a Webquest: This site walks teachers though the process of creating a webquest. http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm

Writing Rubrics

Rubistar: This website provides tools for developing high quality rubrics for projects. http://rubistar.4teachers.org/index.php


Research Capabilities

Education World Sponsors E-Projects: This site gives you access to 5 real time projects and ideas on how to integrate the Internet into the classroom. http://www.education-world.com/a_tech/tech017.shtml

Global SchoolNet Project: This site is awesome. The site contains a search engine for E-projects your students can become involved in. Select the project registry link to see all the projects students can become involved in. http://www.globalschoolhouse.org/GSH/pr/index.cfm

Sources of Information for Emerging Technology

Alphaworks Emerging Technology: This website contains links for articles about emerging technology.
Computerworld: This website is an electronic journal with links to emerging technology.

Network Magazine: Network Magazine is another electronic journal with links to the articles about new networking technologies.

Information Week: This online magazine provides articles about business innovations powered by technology.

Professional Organizations (Below is a list of possible organizations. You can supplement to match your class and remove those that are not appropriate.)

American Association for Adult & Continuing Education (AAACE)

American Society for Training and Development (ASTD)

Association for the Advancement of Computing in Education (AACE)

Association for Educational Communications and Technology (AECT)

Association for Supervision & Curriculum Development (ASCD)

International Society of Performance Improvement (ISPI)

International Society for Technology in Education (ISTE)