Southern New Hampshire University

Graduate Course Syllabus

EDU 641: Integrating Digital Technology K-12 II
Center: Online

Course Prerequisites
EDU 640

Course Description
This course is the second part of the study of the use of technology in elementary and secondary classrooms. Students learn how to plan, implement, and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including the New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for administrators.

Course Outcomes
- Demonstrate a comprehensive understanding of safe, ethical, and legal practices related to digital information and technology, including but not limited to respect for copyright and intellectual property and practices relating to the appropriate documentation of sources
- Provide instruction and modeling to the school community regarding digital etiquette and responsible social interactions related to the use of technology and information
- Participate in developing policies, procedures, and budgets concerning digital resources
- Provide collaborative leadership to colleagues at all position levels
- Organize professional development on data-driven needs assessment and decision making
- Turn theory into practice by completing 10 hours of related field experience

Required Materials
Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, MBS Direct, rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Step-by-Step Professional Development in Technology
Sarah Meltzer
Eye on Education, Inc.
2012
9781596671980

Instructor Availability and Response Time
Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	6	10	60
Blog	6	23	120
Lesson Plans	2	30	60
Presentation	1	30	30
Infographic	1	30	30
Data Assessment	1	25	25
Budget Matrix	1	25	25
Short Paper	1	30	30
Wiki	1	20	20
Field Experience	1	50	50
Critical Task			
Milestone One	1	50	50
Milestone Two	1	50	50
Milestone Three	1	50	50
Milestone Four	1	50	50
Milestone Five	1	50	50
Final Submission	1	300	300
		Total Course Points:	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

	Total Points.	1,000		
Grade	**Numerical Equivalent**	**Points**	**Points Equivalent**	
			Lower	*Upper*
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure			
W	Withdrawn			

*Incomplete and Incomplete/Failure: Any student requesting an "I" grade must complete a Student Petition and Contract for a Grade of Incomplete and submit it to the proper offices prior to the final day of the term/semester. The petition will specify a deadline by which the coursework must be completed. The incomplete automatically becomes an "IF" if work has not been completed and a grade has not been submitted by the specific deadline.

Grading Guides
Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

Chalk and Wire
Specific assignments in this course are to be submitted to Chalk and Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the School of Education Portal and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	The Role of the Technology Integrator *Step-by-Step Professional Development in Technology*, Chapter 1 1-1 Discussion: Blogger Account 1-2 Blog: Hats of the Technology Integration Specialist 1-3 Critical Task Review 1-4 Field Experience: Multimedia Presentation/Short Paper Review 1-5 Infographic: Technology Research
2	Teacher Collaboration, Part 1 *Step-by-Step Professional Development in Technology,* Chapter 2 2-1 Discussion: Motivation 2-2 Lesson Plan: Modified Through Technology 2-3 Schedule Field Experience
3	Teacher Collaboration, Part 2 *Step-by-Step Professional Development In Technology*, Chapter 3 3-1 Blog: TPACK 3-2 Lesson Plan: Collaboration 3-3 Schedule Field Experience
4	Faculty Training *Step-by-Step Professional Development in Technology*, Chapter 4 4-1 Discussion: Building Relationships 4-2 Critical Task Milestone One: Google Form (Survey) 4-3 Presentation: Teacher Training
5	Reaching All Students *Step-by-Step Professional Development in Technology,* Chapter 5 5-1 Critical Task Milestone Two: Pre-Planning Worksheet 5-2 Data Assessment: Organizing Data 5-3 Blog: Tools
6	Creating a Learning Environment *Step-by-Step Professional Development in Technology*, Chapter 6 6-1 Budget Matrix: Technology Configurations 6-2 Blog: Technology Reflection 6-3 Discussion: Budget Matrix

7	Personal Learning Devices
	Step-by-Step Professional Development in Technology, Chapter 7
	7-1 Short Paper: Personal Learning Devices Policy Proposal (BYOD)
	7-2 Blog: BYOD
	7-3 Critical Task Milestone Three: Authorized Use Policy
	7-4 Schedule Field Experience
8	Virtual Schools and Libraries
	8-1 Wiki: Brick-and-Mortar vs. Virtual Libraries
	8-2 Critical Task Milestone Four: Short-Term Technology Plan
	8-3 Discussion: Educational Value of Virtual Schools
	8-4 Schedule Field Experience
9	National Standards
	9-1 Discussion: Measuring ISTE NETS Competencies
	9-2 Critical Task Milestone Five: Training Schedule Template
	9-3 Field Experience: Multimedia Presentation/Short Paper: Chalk & Wire Submission
	9-4 Field Experience: Multimedia Presentation/Short Paper: Blackboard Submission
10	Perfecting the Craft
	10-1 Blog: Reflection
	10-2 Critical Task: Professional Development Plan: Chalk & Wire Submission
	10-3 Critical Task: Professional Development Plan: Blackboard Submission

Critical Task: Professional Development Plan

The final project for this course is the creation of a **Technology Integration Professional Development Plan for Educators**. Students will develop a professional development plan for a school to promote 1:1 technology integration in every classroom. This plan will educate teachers on technology integration methods in preparation for the Common Core Assessment and Smarter Balanced Testing, and promote teacher reflection to guide future professional development. Throughout the course, students will be reading *Step-by-Step Professional Development in Technology*. The book will help explain the need for strong technology professional development and provide a hands-on approach in developing a professional development plan. The book is user-friendly and provides many thorough examples to guide students through the process of writing their own professional development plan. The project is divided into **five milestones**, which will be submitted at various points throughout the course to scaffold learning and ensure a quality final submission. These milestones will be submitted in **Modules Four, Five, Seven, Eight, and Nine.**

Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the full attendance policy.

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the full late assignment policy.

SNHU College of Online and Continuing Education Guide to Student Success

Review the guide to student success.

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)
(877) 591-4723 (select option 4)
(877) 520-8916 (fax)
drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the full academic honesty policy.

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the full copyright policy.

SNHU College of Online and Continuing Education Withdrawal Policy

Review the full withdrawal policy.

Southern New Hampshire University Policies

More information about SNHU policies can be found on the policy page.