

MEDT 6462
ADMINISTRATION OF INSTRUCTIONAL TECHNOLOGY PROGRAMS

Semester Hours: 3

Semester/Year:

Instructors:

Office Location:

Office Hours:

Telephone:

E-mail:

Distance Support: WebCT State University of West Georgia - <http://webct.westga.edu/>
UWG Distance Education Helpline (770) 838-3018 (Monday – Friday
8:00 a.m. – 5:00 p.m.)
Distance Learning Help – distance@westga.edu (Monday – Friday 8 – 5
p.m.)
E-mail WebCT VISTA for Help – <http://webct.usg.edu/support/westga/>
Distance Learning Student Guide –
<http://www.westga/~distance/distancestudents/13help.htm>

Library Support: Ingram Library Distance Learning Services at the University of West
Georgia - <http://www.westga.edu/~library/depts/offcampus/>,
Irvine Sullivan Ingram Library -
<http://www.westga.edu/~library/info/library.shtml>,

Communication: The office communication method to students is through campus e-mail
(My-UWG). Be use to access this several times a week to keep up to date on
important information.

Fax: (678) 839-6153 – Department of Media and Instructional Technology

COURSE DESCRIPTION

This course provides an overview of the procedures in planning, administering, and evaluating instructional technology programs in schools. Emphasized are: leadership skills, managing people and resources, effective training techniques, and trends and issues associated with school uses of instructional technology.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. increase their understanding of technology operations, concepts, and the factors that impact the effective integration of technology into the schools and provide leadership to the schools to facilitate the successful infusion of technology (Bitter & Pierson, 2002; Frazier & Bailey, 2004; Lamb, 2005; Picciano, 2002; Reksten, 2000; Roblyer, 2005; Smaldino, Russell, Heinich & Molenda, 2004). (D4 Adaptive, D5 Collaborative, D8 Knowledgeable, D10 Reflective; NBPTS Propositions: 1-4; ISTE 1A,B; LM: II,III,IV);
2. examine a variety of technology planning and instructional design techniques and provide leadership to schools in identifying a shared vision for the comprehensive integration of technology (Frazier & Bailey, 2004; Lamb, 2005; LeBaron & Collier, 2001; Reksten, 2000; Roblyer 2005; Picciano, 2002). (D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions: 1-5; ISTE I A,B; LM: I,II,III,IV,V,VI);
3. become familiar with a variety of strategies and techniques for evaluating technology-related activities in the schools, apply and promote selected techniques to make needed school improvements (Bitter & Pierson, 2002; Frazier & Bailey, 2004; Lamb, 2005; Picciano, 2002; Roblyer, 2005; Shelly, Cashman, Gunter & Gunter, 2002). (D1 Decision Makers, D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions: 1-5; ISTE IV A,B,C, VB; LM: II,IV,V,VI);
4. increase their awareness of the importance and the role of instructional technology in the teaching/ learning process and use technology integration strategies that have been proved to be successful in the schools (Bitter & Pierson, 2002; Frazier & Bailey, 2004; Lamb, 2005;

LeBaron & Collier, 2001; Roblyer, 2005; Picciano, 2002; Reksten, 2000). (D1 Decision Makers, D2 Leaders, D4 Adaptive, D9 Proactive, D10 Reflective; NBPTS Propositions: 1-5; ISTE II A,B,C,D,E, III A,B,C,D, IVA,B,C; LM: II,III,IV,V,VI,X);

5. design, use, and evaluate instructional technology to enhance their productivity and professional development and that of others (Lamb, 2005, LeBaron & Collier, 2001, Reksten, 2000; Roblyer, 2005). (D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive; NBPTS Propositions: 1-4; ISTE V A,B,C,D; LM: II,III,IV,V,VI,VII,VIII);
6. become familiar with Georgia and federal laws and programs as they relate to school instructional technology programs and their funding (Georgia State Department of Education website; Frazier & Bailey, 2004; Roblyer, 2005). (D1 Decision Makers, D2 Leaders, D4 Adaptive, D5 Collaborative; NBPTS Propositions: 3, 5; ISTE VI A; LM: VIII,X);
7. become familiar with professional organizations and publications that focus on instructional technology, administration, and media (Frazier & Bailey, 2004; Lamb, 2005; Roblyer, 2005). (D4 Adaptive, D5 Collaborative, D9 Proactive, D10 Reflective; NBPTS Propositions: 3-5; ISTE V A, D; LM; VII, VIII);
8. recognize and observe effective instructional technology management and supervision techniques in educational settings, review on-line literature in the areas, and model these behaviors as a technology leader (Frazier & Bailey, 2004; Lamb, 2005; Roblyer, 2005). (D1 Decision Makers, D2 Leaders, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic, NBPTS Propositions: 4, 5; ISTE VI A, B; LM: II,III,IV,VI,VII,VIII);
9. develop a greater awareness of procedures, policies, planning and budgeting for technology environments and apply that understanding in practice (Bitter & Pierson, 2002; Frazier & Bailey, 2004; Lamb, 2005; Picciano, 2002; Roblyer, 2005). (D1 Decision Makers, D2 Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions: 1-5; ISTE II A,B,C,D,E; LM: IV,V,VI,X); and
10. become more aware of the social, ethical, legal and human issues related to the use of technology in the schools and apply that understanding in technology practice (Bitter & Pierson, 2002; Jossey-Bass, 2000, Picciano, 2002). (D1 Decision Maker, D2 Leader, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic; NBPTS Propositions: 4, 5; ISTE VI A, B, C, D, E; LM: III, IX, X).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Frazier, M. & Bailey, G.D. (2004). *The technology coordinator's handbook*. Eugene, OR: International Society for Technology in Education.

References:

- Bauer, D. G. (2000). *Technology funding for schools*. San Francisco, CA: Jossey-Bass Publishers.
- Bitter, G., Pierson, M. (2002). *Using technology in the classroom*. (5th ed.). Boston, MA: Allyn and Bacon.
- Brody, P. (1995). *Technology planning and management handbook*. Englewood Cliffs, NJ: Educational Technology Publications.
- Carter, C. N. & Quick, J.A. (2003). *How to write a grant proposal*. Hoboken, NJ: John Wiley & Sons .
- Hale, P. D. (1997). *Writing grant proposals that win*. (2nd ed.). Alexandria, VA: Capitol Publications, Inc. (www.grantscape.com)
- Lamb, A. (2005). *Building tree houses for learning: Technology in today's classroom*. (4th ed.). Emporia, Kansas: Vision to Action.
- LeBaron, J.F. & Collier, C (Eds.). (2001) *Technology in its place – Successful technology infusion in schools*. San Francisco, CA: Jossey-Bass.
- Maurer, M., and Davidson, G. (1998). *Leadership in instructional technology*. Columbus, OH: Prentice Hall.
- The Jossey-Bass Reader on *Technology and learning* (2002). San Francisco, CA: Jossey-Bass.
- Picciano, A.C. (2002). *Educational leadership and planning for technology*. (4th ed.). Columbus, OH: Prentice Hall.
- Roblyer, M. D., (2005). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Reksten, L.E. (2000). *Using technology to increase student learning*. Thousand Oaks, CA: Corwin Press, Inc.
- Simpson, C. M. (1997). *Copyright for schools: A practical guide* (2nd ed.). Worthington, Ohio: Linworth Publishing, Inc.
- Smaldino, S.E., Russell, J.D., Heinich, R., Molenda, M. (2004). *Instructional media and the technologies of instruction* (8th ed.). Columbus, OH: Merrill Prentice-Hall.

On-line resources

Professional Organizations

- American Association of School Administrators – <http://www.aasa.org/>
- Association of Educational Communication and Technology - <http://www.aect.org>
- Georgia Association of Instructional Technology - www.gait-inc.org/
- International Society for Technology Education - <http://www.iste.org>
- CAST - <http://www.cast.org>

On-line Journals

- Converge magazine - <http://www.convergemag.com>
- Education Week – <http://www.edweek.org>
- From Now On – www.fno.org
- Journal of Technology Education – <http://scholar.lib.vt.edu/ejournals/JTE>
- Learning and Leading with Technology - http://www.iste.org/Content/NavigationMenu/Publications/LL/Current_Issue/LandL_May_2007.htm
- Meridian magazine - online <http://www.ncsu.edu/meridian>

- Online Journal of Distance Learning Administration - <http://www.westga.edu/~distance/jmain11.html>

Listservs

- AECT-L – listserv@wvnm.wvnet.edu - Association for Ed Communications & Tech
- EDTECH – listserv@msu.edu - K-12 focus on educational technology
- LM_NET – listserv@listserv.syr.edu - School media/ instructional materials
- MEDIA-L – listserv@bingvmb.cc.binghamton.edu
- VIRTU-L – listserv@vmd.cso.uiuc.edu - Virtual reality

Other Online Resources

Resources

- <http://www.kathyschrock.com> - variety of technology resources at Kathy Schrock's Website.
- <http://www.gadoe.edu> - Georgia Department of Education
- <http://www.minot.k12.us/links/teacher.html> - variety of links for teachers
- <http://www.tourbus.com> – Tour bus
- <http://www.glc.k12.ga.us/> Georgia Learning Connection
- <http://www.apple.com/education/k12/staffdev> - resources to advance technology skills
- <http://www.techservices.doe.k12.ga.us/> Tech Services Department
- http://www.league.org/leaguetc/resources/hied_resources.htm - League for Innovation in the Community College
- <http://www2.drury.edu/dswadley/101/indix.html> - one computer classroom use
- <http://www.hprtec.org> - High Plains Regional Technology in Educational Consortium
- <http://www.westga.edu/~techlife/index.shtml> - variety of technology resources
- <http://www.usdla.org> - United States Distance Learning Association
- <http://www.schoolexpress.com> – resources to variety of educational materials
- <http://www.internetschoolhouse.com> – educational resources

Useful Tools:

- Acrobat Reader – <http://www.adobe.com/products/acrobat/readstep2.html> , or <http://www.download.com/3000-2378-10000062.html>
 - Adobe Support - <http://www.adobe.com/support/products/acrobat.html> , or http://www.delawarepersonnel.com/misc/documents_pdf.shtml
 - QuickTime – <http://www.freedownloadcenter.com/Search/quicktime.html>
 - Quick Time Support – http://images.apple.com/quicktime/pdf/QuickTime7_User_Guide.pdf
 - QuickTime for Windows Support –
 - http://uuhsc.utah.edu/MoranEyeCenter/gbs/gbs4/html/c_winquicktime.html

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework

The focus of this course is on designing and putting together an electronic portfolio that showcases the student’s ability to effectively plan, administer, and evaluate instructional technology programs in the work place. The overall evaluation for this course is structured so that each assignment is aligned with completing a different part of the electronic portfolio. Due to the broad nature of the electronic portfolio, each conceptual framework descriptor is covered in the various electronic course assignments. As students complete their electronic portfolios, they will have demonstrated achievement in the areas of decision making: choosing a grant proposal to write, an administration or instructional technology issue to research and develop a multimedia presentation on, a technology weakness in the workplace to create an action plan for making school improvements, electronic resources to review to enhance his/her knowledge base (course activities 2.1-2.4); leadership: taking responsibility for writing a grant proposal to increase school funding, enhancing his/her knowledge of selected administration and instructional technology issues that take place at work in order to provide assistance to others as needed in the school, developing an action plan focused on school improvement related to technology (course activities 2.1-2.3); lifelong learning: studying how to use and integrate technology into the work place (course activities 1, 2.2, 2.3); being adaptive: changing educational practices to meet students’ and faculty needs (course activities 1, 2.4); collaboration: working with colleagues and stakeholders to plan and carry out school improvements in technology (course activities 1, 2.2, 2.3); cultural sensitivity: adapting interventions and technology innovations to meet the needs of diverse students, faculty, and administrators (course activities 1, 2.2, 2.3, 2.4); empathy: demonstrating sensitivity to the needs of individual, family, and community needs (course activities 1, 2.3, 2.4); knowledge: drawing on pedagogical, content, and professional knowledge, including knowledge from others’ postings in the online bulletin board when planning and administering an instructional technology program (course activities 1-3); being proactive: implementing new interventions and innovations in technology to better serve children, faculty, and administrators (course activities 1-3) and reflection: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/ innovations and school changes that are needed to more effectively integrate technology into the curriculum (course activities 1-3).

Activities and Assessments:

1. Class Attendance, participation, and reflection.....15%

- Students are expected to attend **the one** face-to-face class and participate in the online class activities.
- Students must submit assignments by the due dates (i.e., weekly class questions, group work, projects). Penalties will be applied for late assignments.
- Students are expected to post to the bulletin board by the designated dates. Penalties will be applied for late work.
- Students must participate in scheduled online chats.
- Students are expected to post assignments to their virtual learning group in the designed group folder in WebCT.
- Students must respond to formative and summative assessments build into the course to provide the instructor with timely feedback.
- Students are expected to respond to student’s work in the course and provide helpful feedback on assignments.

- Students must keep in touch with the instructor and ask for assistance as needed, especially when technical problems occur or questions arise from the course. Your instructor can be reached at the information shown on page one of the course syllabus. (Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Teacher Observation, WebCT BB postings, Online chats)

- 2. **Student Work:** All student work submitted during the course is required to be original. All projects must be completed to be graded. The criteria for class projects are listed in the handout entitled “**Checklist for Electronic Portfolio.**”
All Student Work is showcased in an Electronic Portfolio.

- **Project 2.1 – Grant Proposal** (individual or group)**20%**
Students write a grant proposal to a selected organization individually OR in a small group of up to three people. See requirements in the Checklist for Course Projects.
(Course Objectives: 1, 3, 7, 9; knowledge, skills, disposition; checklist)

- **Project 2.2 – Individual or Group Research Presentation.....15%**
Select an Administration or Instructional Technology Issue from the list of possible topics, research the issue, develop a bibliography of at least 5 online resources, and then prepare a PowerPoint summarizing the findings. The online resources should be in APA format and include a brief two paragraph critique. The first paragraph will summarize the contents of the web site and the second paragraph will critique the value of the web site. Follow the guidelines in the Checklist for Course Projects.
(Course Objectives: 1, 3, 4, 7, 10; knowledge, skills, disposition; checklist)

- **Project 2.3 – Action Plan** (individual project)**15%**
Develop an action plan related to the use of technology to make some type of school improvement. The plan must be a minimum of 5 double spaced pages and include the following components:
 - (1) a statement of a problem that exists in the school,
 - (2) information documenting the problem and why changes are needed,
 - (3) possible solutions to the problem,
 - (4) information on the role the student will play in this change process,
 - (5) an Excel spreadsheet listing the items that could improve the situation and the total expenditures,
 - (6) a summary statement, and
 - (7) a statement of the value of this assignment to the student.
(Course Objectives: 1, 2, 3, 4, 5, 9; knowledge, skills, disposition; checklist)

- **Project 2.4 – Selected Project** (individual project).....**15%**
Select and develop a project you are interested in. It could relate to your grant, individual or group presentation, or action plan. Clear this with your instructor before proceeding on the project. It could include some of the following projects:
 - A brochure to accompany your grant proposal, action plan, research presentation for public relations purposes,

- A photostory demonstrating the need for your action plan or your grant,
 - A PowerPoint presentation or video (with or without audio) showing the need for funding for your grant proposal or the need for your action plan to take place,
 - A photoblog, blog, or podcast, that contributes additional information to one of your class presentations,
 - A presentation using a form of media that is new to you on one of the other topics from the Administration and Instructional Technology list used for Project 2.2 (i.e., impatitized PowerPoint on Web 2.0; podcast on podcasting)
 - A PowerPoint presentation on the role of a technology leader,
 - Other.
- **Project 2.4 – Electronic Portfolio.....15%**
 During final exam week the student will send his/ her electronic portfolio to the instructor. It may be a web site, a PowerPoint on a flashdrive (you will get the flashdrive back), or a CD. It is imperative the portfolio arrive **by midnight** the day of the final and that all of the links work. Students should check the presentation out before sending it to the instructor or asking the instructor to view the web site. Refer to the guidelines for the Electronic Portfolio.
 (Course Objectives: 1-10; knowledge, skills, disposition, checklist)

Evaluation Procedures:

Students are evaluated in the following three areas:

Activity	% of Final Grade	Type of Assessment
1. Electronic Portfolio and Class Projects		
○ Grant Proposal	20	Checklist
○ Individual/ Group Research Presentation	20	Checklist
○ Action Plan	15	Checklist
○ Selected Project	15	Checklist
○ Electronic Portfolio	15	Rubric, Checklist
2. Class Participation and Reflections	15	Checklist

Rubric for Electronic Portfolio is at the High Plains site. Go to: <http://www.hprrtec.org> and click on RubiStar and type in 305024 or go to - http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=305024&

Grading Policy:

The grading scale is as follows: A=92-100%, B=82-91%, C70-81%, F=69% and below.

Instructor Feedback

As a student you can expect to receive feedback from your instructor in 48 hours or less via e-mail or returned phone calls. Your instructor is available for online chats or face to face meetings in the office as well. If I am out of town I will notify you in advance. Please feel free to contact your instructor by e-mail and/or phone using the information on this syllabus.

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. Valid reasons for submitting work late must be cleared with the instructor in advance. (It is the student's responsibility to contact the instructor when extenuating circumstances take place) Class projects that are late will be assessed as follows in Table 1 below.

Type of Assignment	Deduction
<ul style="list-style-type: none"> Late bulletin board posting 	<ul style="list-style-type: none"> Half credit when one day to one week late An additional 10% off each day late after the 7th day
<ul style="list-style-type: none"> Late class projects 	<ul style="list-style-type: none"> 10% deduction each day late
<ul style="list-style-type: none"> Late Electronic Portfolio 	<ul style="list-style-type: none"> Not accepted after the due date/ and time

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones, beepers.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations

may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the 2007-2008 Connection and Student Handbook and the Graduate Catalog

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

CLASS SCHEDULE

If there are any discrepancies – follow the schedule in WebCT Vista

F2F = face to face meetings

OL = Online meetings

The instructor is always available to meet with students face-to-face, online chats, and on the phone. Please let her know when you would like to meet.

Week	Activity
1- F2F – Aug 21	<ul style="list-style-type: none"> • Introduction to the class and review the course syllabi • Review the Introduction to the course PowerPoint • Complete course questionnaire and needs assessment, • Form virtual learning groups, take digital photos of groups, and fill out group questionnaire • Review WebCT and answer student questions • Extra Credit WebCT Orientation critique • Self introduction assignment • Review an example of an Online electronic portfolio from a past class • Read chapters 1 & 2: District Organization and Teaching & Learning • Review Multimedia Presentations Topics • Review Role of Instructional Technology Leaders PowerPoint • Weekly Question
	<ul style="list-style-type: none"> • Review Introduction to Distance Learning PowerPoint • Review Technology Integration PowerPoint

2- OL- Aug 28	<ul style="list-style-type: none"> • Select Topic for Multimedia Presentation & e-mail instructor, Work on Multimedia Presentation with group or individually • Review PowerPoint Design Principles • Leadership & Technology Leadership in the Schools • Weekly Question
3-OL Sept. 4	<ul style="list-style-type: none"> • Read Chapter 3: Desktop Support • Review Staff Development PowerPoint • Technology Organizations Assignment for portfolio • Review the HPRTEC site and explore applications • Technology and Learning • Continue to work on Multimedia Presentation • Weekly Question
4-OL Sept. 11	<ul style="list-style-type: none"> • Read Ch 4 & 5: Network Operations and Administrative Computing • Review The Basics of Networking PowerPoint • Networking Assignment • Review Managing Technology PowerPoint • Georgia Laws and Technology • Technology Resources assignment for portfolio • Chat #1 – School Tech Plan & Grant Writing • Weekly Question
5-OL Sept. 18	<ul style="list-style-type: none"> • Formative Assessment 1 • Read Ch 6: Budgeting & Planning • Review Technology Budget PowerPoint • Review Technology Planning PowerPoint • Tech Planning web sites • Introduction to Netiquette • Introduction to Chat Lingo • Weekly Question
6-OL Sept. 25	<ul style="list-style-type: none"> • Review Staff Development PowerPoint • Review Technology Assessment and Evaluation PowerPoint • Submit Multimedia Group Presentation • Introduction to Grant writing – request for proposal • Grant writing terms • Review looking for grants online PowerPoint • Weekly Question
7-OL Oct 2	<ul style="list-style-type: none"> • Provide feedback on MM presentations • Review Components of a Grant PowerPoint • Samples of Grant Proposals • Assignment #1- Write your Introduction & Statement of the Problem • Review How to Find Funders PowerPoint • Writing a Cover Letter • Review Grant writing Tips PowerPoint • Weekly Question

<p>8-OL Oct. 9</p>	<ul style="list-style-type: none"> • Assignment #2 – Write your goals & Objectives for your Grant • Review How Grants are Reviewed PowerPoint • Review How to Write a 10 Page Grant Proposal PowerPoint • Introduction to Electronic Portfolios • Review Introduction to Electronic Portfolios PowerPoint • Review Creating Links in Your Digital Portfolio PowerPoint • Review Example of a Portfolio for 6462 PowerPoint • Weekly Question
<p>9- OPT Oct. 16</p>	<ul style="list-style-type: none"> • Assignment #3 – Write Grant Activities, Timeline, Evaluation Plan & Budget • Review Grant Evaluation PowerPoint • Review What is Next? PowerPoint • School Improvement Plan using Technology Project • Review Introduction to Excel PowerPoint • Excel online tutorials • See example of a School Improvement Plan • Weekly Question
<p>10-OL Oct. 23</p>	<ul style="list-style-type: none"> • Submit Part I of Grant Proposal • New and Emerging technologies • Weekly Question
<p>11-OL Oct. 30</p>	<ul style="list-style-type: none"> • Review The Digital Divide PowerPoint • Online Chat #2 – Social, Ethical, Legal & Human Issues related to the use of technology • Copyright and the role of the technology leader • Formative Assessment #2 • Submit Part II of Grant Proposal • Weekly Question
<p>12 -OL Nov. 6</p>	<ul style="list-style-type: none"> • Submit Part III of Grant Proposal • The Future of Technology • Weekly Question
<p>13-OPT Nov. 13</p>	<ul style="list-style-type: none"> • Work on School Improvement Plan, Selected Project, and Electronic Portfolio • Weekly Question
<p>14-OL Nov. 20</p>	<ul style="list-style-type: none"> • Submit School Improvement Plan • Change Agents • Weekly Question
<p>15-OL Nov. 27</p>	<ul style="list-style-type: none"> • Submit Selected Technology Project • Complete Online Distance Course Evaluation • Complete Online University Course Evaluation • Work on Electronic Portfolio – review checklist requirements. Check to see that the links work before submitting it to your instructor. • Weekly Question
<p>16 -OL Dec. 5</p>	<ul style="list-style-type: none"> • Submit Electronic Portfolio (to be to instructor by 8:00 p.m.) (*Make sure all links are working before submitted portfolio)

Course Deadlines

Activity	Deadlines
<ul style="list-style-type: none"> Course Questionnaire & Needs Assessment 	<ul style="list-style-type: none"> Aug. 28
<ul style="list-style-type: none"> Virtual Learning Group Questionnaire 	<ul style="list-style-type: none"> Aug. 28
<ul style="list-style-type: none"> Self Introduction – 2 pts 	<ul style="list-style-type: none"> Aug. 28
<ul style="list-style-type: none"> Leadership in the Schools Exercise 	<ul style="list-style-type: none"> Sept. 4
<ul style="list-style-type: none"> Formative Assessment #1 of the Class 	<ul style="list-style-type: none"> Sept. 25
<ul style="list-style-type: none"> Participation in Online Chat #1 	<ul style="list-style-type: none"> Sept. 18
<ul style="list-style-type: none"> Multimedia Group and/or Individual Presentation 	<ul style="list-style-type: none"> Sept. 25
<ul style="list-style-type: none"> Providing feedback to students on their Multimedia presentations 	<ul style="list-style-type: none"> Before Oct. 9
<ul style="list-style-type: none"> Part #1 of grant proposal (introduction & statement of problem) 	<ul style="list-style-type: none"> Oct. 23
<ul style="list-style-type: none"> Participation in Online Chat #2 	<ul style="list-style-type: none"> Nov. 6
<ul style="list-style-type: none"> Part # 2 of grant proposal (goals & objectives) 	<ul style="list-style-type: none"> October 30
<ul style="list-style-type: none"> Part # 3 of grant proposal (activities, timeline, evaluation, budget & cover letter) 	<ul style="list-style-type: none"> Nov. 6
<ul style="list-style-type: none"> Formative Assessment #2 of the Class 	<ul style="list-style-type: none"> Nov. 6
<ul style="list-style-type: none"> School Improvement Plan utilizing Technology 	<ul style="list-style-type: none"> Nov. 20
<ul style="list-style-type: none"> Selected Project 	<ul style="list-style-type: none"> Nov. 27
<ul style="list-style-type: none"> Distance Evaluation of course University Evaluation of course 	<ul style="list-style-type: none"> Dec. 5 or sooner
<ul style="list-style-type: none"> Electronic Portfolio 	<ul style="list-style-type: none"> Dec. 5 by 8:00 p.m.
