ETEC 593: Strategic Planning for Technology Integration
COURSE SYLLABUS – Fall 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
A textbook is not required for this for course. We will explore relevant research readings provided the instructor throughout the semester. In addition, students will conduct research related to areas of focus in this course. However, students might find the option textbook listed below to be a helpful resource.

Textbook Optional:

Whitehead, B. M., Jenson, D. F. N., & Boschee, F. (2013). *Planning for technology.* 2nd ed. Thousand Oaks, CA: Corwin.

Course Description: This course examines the process for developing and implementing a strategic plan for technology integration in educational settings. Emphasis is placed on developing a mission, vision, and priority goals for technology integration that align with school/institution strategic plan, as well as state technology and readiness standards. Prerequisites ETEC 579 or permission from the instructor.

Student Learning Outcomes:

1. The learner will define technology integration, as well as compare and contrast levels of integration.
2. The learner will analyze state technology and readiness standards as detailed in the Texas Campus STaR Chart.
3. The learner will develop a mission, vision, priority goals, and actionable plans for technology integration for a selected school/institution.
4. The learner will evaluate the strategic plans created by peers and provide constructive feedback for enhancing the technology plan.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
All students must be active participants in all aspects of class activities and within the

virtual course environment. All interaction must be conducted in a professional and respectful manner and model best practices of netiquette. Course grade is based on participation in a variety of activities, including threaded discussions and applied projects. In order to interact and participate in ongoing and evolving dialogue, post and respond to questions, contribute to the knowledge base, and remain aware of class dynamics, students must login regularly and be active participants in the class. Regardless of current assignments or activities, every student should login to the course a minimum of four (4) separate days each academic week.

***Reading Discussions* – 25%:** Engaging in dialogue with other students to discover critical issues and questions related to the course topics is a central component of this course. Discussions typically cover content included in the assigned readings, but may also involve finding, posting, and discussing other resources. A typical Reading Discussion requires 4-6 posts: one initial response to the discussion prompt, followed by 3-5 responses to other students' posts and replies. Prompts will be available well in advance of the deadline. Please post early so that others may reply. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. **Be advised:** *There's no grace on the grace period.*

Base Group Participation – 10%: Students will be assigned to base groups during the first week of the semester and will participate in activities with this group throughout the term. The function of base groups is to provide support and feedback to members of the group throughout the term, particularly on components of the technology strategic plan. Since the goal of base groups is to ensure that all members of the group produce high quality work, assignments submitted to the base group forum (predominantly ***Data/Document Analyses***) could be evaluated by the following means:

- Instructor may select and evaluate one student's work. All members of the group receive the grade earned by that piece of work.
- Instructor evaluates all students' work and averages the scores of all members of the group. Each member receives the average of all members' contributions.

The grade for Base Group participation will be based on timeliness, frequency, and quality of interactions within the base group.

Data/Document Analyses – 25%: In addition to weekly discussions, student will select a school or district and complete analyses of existing strategic planning documents, school performance data, and technology readiness assessments. These analyses will provide the basis for the Technology Strategic Plan project. Document/data analyses assignments will be due weekly for the first 5 weeks of the course.

Technology Strategic Plan – 25%: Each student will develop a technology strategic plan that aligns with a school or district strategic plan. The technology strategic plan will include a mission or vision for technology integration, priority goals/objectives, strategic actions to accomplish those goals, and measures of performance.

Strategic Planning Eportfolio – 15%: Student will prepare an eportfolio of all documents, data, and analyses used in the development of the strategic plan. The eportfolio should also include the completed technology strategic plan. Students may use whatever

software or platform they wish to complete the eportfolio. The only stipulation is that it must be web-based or accessible with web-browser and internet connection. In other words, students must be able to submit the eportfolio (and all of its contents) by posting or sending a link/URL. Students may not submit the eportfolio on a CD, flash drive, or "physical" media storage device.

Timely submission of assignments: Assignments MUST be completed and submitted by the designated due dates, in the designated location. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Further, late assignment submissions may be rejected at the instructor's discretion. Assignments involving peer participation or review, such as threaded discussions, ***cannot be made up*** after the participation period has ended and the rest of the class has moved on.

Grading

Reading Discussions	25%	A 90-100% B 80-89% C 70-79% D 60-69% F 59% or less
Base Groups Activities	10%	
Document/Data Analyses	25%	
Technology Strategic Plan	25%	
Strategic Planning Eportfolio	15%	

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, "students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program ***and*** the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, or to those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in ETEC and LIS programs have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to *collect* artifacts throughout the course and appropriately *select* which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

For **this class**, the required artifacts are

- Technology Strategic Plan
- Select 2-3 artifacts from the following: Data/Document Analyses and Discussions

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamu-commerce.edu for more information about the program's portfolio requirement.

TECHNOLOGY REQUIREMENTS

This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must have access to a computer with the capability, and sufficient user authorization, to install and run the required software.

Required Software:

- Word Processor
- Presentation development tools

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: http://online.tamuc.org/

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly (4 days per week minimum). Special announcements or instructions may also be placed in the announcements area or sent directly to your Leo email.

COMMUNICATION AND SUPPORT

Interaction with the Instructor

The instructor is available via a variety of avenues. If you have a general question about the syllabus, class content, or anything that you would typically ask aloud in a traditional classroom environment, please do so in the Q&A Forum so that others might benefit from and participate in the exchange. If it's not something of general interest to others in the course, or involves personal concerns (i.e. grades, progress, etc.), send me via private e-mail. My gmail address

is the best way to reach me as I check it frequently throughout the day. I check my TAMUC email daily during the week; emails sent via eCollege go to this address. If you have a pressing concern on the weekend, please send it to my gmail address. You may also call or text me. If you'd like to meet for a face-to-face visit, just let me know and we'll set-up a time to meet at my office in Commerce or somewhere in the DFW area.

eCollege Technical Support
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- ***Chat Support***: Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- ***Phone***: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- ***Email***: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- ***Help***: Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

Other Questions/Concerns
Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.-5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate.

Web resources for reference regarding what constitutes plagiarism and how to avoid it include: http://www.plagiarism.org/

http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Any works referenced should be properly cited in accordance with APA 6th edition style.

Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Additionally, educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Timeliness

Because a 7-week term goes by quickly, assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Many assignments involve peer review, which involves posting the assignment prior to or by the submission date. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. Also plan ahead if there is a chance you might lose power, Internet access, or your available technology.

Time Commitment

In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 7-week instruction schedule, which cuts the number of weeks in half, thereby doubling the weekly time expectation. An understanding of this expectation can help serve as a gauge for you of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

Average expected time spent on class or class related work.	**Minimum expected average time based on 3:1 time ratio.**	**Maximum expected average time based on 4:1 time ratio.**
"In" class per class week	5 hours	5 hours
"Outside" class per class week	15 hours	20 hours
TOTAL Weekly Expectation	**20 hours**	**25 hours**
TOTAL Term Expectation	**140 hours**	**175 hours**

University Specific Procedures:

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 7-week schedule, we'll be completing the full-semester equivalent of 2-weeks of work each week. Please note that the week runs from Monday through Sunday, except for the last week of class, which ends on ***Friday, December 12***. If you typically have more time for your class work on the weekend, look ahead and try to accomplish some of the work coming up in the first half of the week rather than falling behind by completing the first half work the following weekend.

Week	Activity	Due Dates
1 11/2-11/8	**Introductions**	Post by Tues, 11/3
	Reading Discussion 1	Initial post by Wed; replies to 3-5 classmates' posts by Sat.
	Data/Doc Analysis 1	Post analysis by Fri; provide feedback to group members by Sun.
2 11/9-11/15	**Reading Discussion 2**	Initial post by Wed; replies to 3-5 classmates' posts by Sat.
	Data/Doc Analysis 2	Post analysis by Fri. Provide feedback to group members by Sun. Modify and repost by Mon.
3 11/16-11/22	**Reading Discussion 3**	Initial post by Wed; replies to 3-5 classmates' posts by Sat.
	Data/Doc Analysis 3	Post analysis by Fri. Provide feedback to group members by Sun. Modify and repost by Mon.
4 11/23-11/29	**Reading Discussion 4**	Initial post by Wed; replies to 3-5 classmates' posts by Sat.
	Data/Doc Analysis 4	Post analysis by Fri. Provide feedback to group members by Sun. Modify and repost by Mon.
5 11/30-12/6	**Reading Discussion 5**	Initial post by Wed; replies to 3-5 classmates' posts by Sat.
	Data/Doc Analysis 5	Post analysis by Fri. Provide feedback to group members by Sun. Modify and repost by Mon.
6 12/7-12/13	**Reading Discussion 6**	Initial post by Wed; replies to 3-5 classmates' posts by Sat.
	Technology Strategic Plan Project	Post link to your project eportfolio to your Base Group Forum by Sun.
7 12/14-12/18	**Reading Discussion 7**	Initial post by Wed; replies to 3-5 classmates' posts by Sat.
	Peer Review of Tech Strat Plan Projects	Provide feedback to group members by Wed. Modify and update Tech Strat Plan Projects by Fri.