GEORGE MASON UNIVERSITY
Graduate Course Inventory Form
(Prepare and forward with your course proposal to the Graduate Council)

N=New  M=Modify  D=Delete (circle one or bold)

<table>
<thead>
<tr>
<th>Local Unit: Graduate School of Education</th>
<th>Grad Council Approval Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Abbrev.: EDIT</td>
<td>Course Number: 745</td>
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</tbody>
</table>

Full Course Title: **Technology Leadership Issues**

Abbrev. Course Title (max. 24 Characters): **Tech Leadership Issues**

Credit Hours: 3  Program of Record: **GSE Instructional Technology**

Submitted by: Debra Sprague/Kay McCarron  Date: 3/20/03

<table>
<thead>
<tr>
<th>Repeatable for Credit?</th>
<th>D=Yes, not within same term</th>
<th>Up to ______ hours</th>
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<tbody>
<tr>
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<td>T=Yes, within the same term</td>
<td>Up to ______ hours</td>
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<tr>
<td></td>
<td>N=Cannot be repeated for credit</td>
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Catalog Credit Format: 3__:__3_:__0  Course Level: GF (500-600) ___ GA (700+) X

Grade Type: __GR_____ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)


Maximum Enrollment: ______24_______

Submit for New courses - First term to be offered: **Fall 2003**

Prerequisites: None
Corequisites: None

Catalog Description for the course proposal (35 words or less):

**Explores the relationship of leadership, innovations, change, and technology advocacy. Emphasizes implementation of ideas and strategies to influence the decisions of policy makers. Explores the sources of grant funding and interaction with professional organizations.**

Submit for Modified or Deleted courses as appropriate: effective:

Last Term Offered ______ Previous Course Abbreviation ______ Previous Number ______

Description of modification:

Approval Signatures:
Dept/Prog: __________________________ Date: _________

College Committee: __________________________ Date: _________

Graduate Council Representative: __________________________ Date: _________
GEORGE MASON UNIVERSITY
Graduate Council Course Coordination and Approval Form

Catalog description of course:
Departmental code or prefix, number, title of course and credit hours; prerequisites; and description of course as it will appear in the catalog. Note that course descriptions are limited to approximately 35 words in the Graduate Catalog.

EDIT 745 Technology Leadership Issues (3:3:0). Explores the relationship of leadership, innovations, change, and technology advocacy. Emphasizes implementation of ideas and strategies to influence the decisions of policy makers. Explores the sources of grant funding and interaction with professional organizations.

For course modifications, describe the changes made to the course and justification for those changes:

Approval from other units:
Please list those units outside of your own who may be affected by these changes in the course. Each of these units must approve this change prior to its being submitted to the Graduate council for approval.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit head</th>
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Graduate Council approval: ____________________________________________

Graduate Council representative: __________________________Date: ________

Attach copy of school/college/institute course proposal form or modification memo showing approval date and background data on course.
Instructor: Dr. Debra Sprague

Course Description: This course will explore the relationship of leadership, innovations, change, and technology advocacy. Emphasis will be placed on ways leaders implement their ideas and on strategies to influence the decisions of policy makers. In addition, students will explore information on sources of grant funding and interaction with professional organizations.

Student Outcomes: At the conclusion of this course, students should be able to:

- describe factors that shape K-12 educational policy at the local, state, and national levels
- depict the ways in which local, state, and federal policies interact and co-evolve in educational technology policy at the pre-college level
- discuss the ways in which the evolution of information technology is shaping the mission, objectives, content, processes, participants and organizational structures in schooling
- delineate the impacts on educational technology policy of the No Child Left Behind legislation and the reauthorization of the Elementary and Secondary Education Act
- describe the challenges and opportunities faced by leaders in educational technology policy at the local, regional, state, and national levels
- delineate methods for evaluating and studying the effectiveness of educational technology policies
- discuss the concept of usable knowledge as a framework for how research influences educational policy
- discuss contrasting policy models for "scaling up success" in education
- describe the implications of computers and telecommunications for educational equity and policies designed to reduce the "digital divide"

Educational Standards: This course addresses the following International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS):

I. TECHNOLOGY OPERATIONS AND CONCEPTS. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
   a. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE. Teachers use technology to enhance their productivity and professional practice. Teachers:
   a. use technology resources to engage in ongoing professional development and lifelong learning.
   b. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
   c. apply technology to increase productivity.
d. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:
  a. model and teach legal and ethical practice related to technology use.
  b. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
  c. identify and use technology resources that affirm diversity.
  d. promote safe and healthy use of technology resources.
  e. facilitate equitable access to technology resources for all students.

Nature of Course Delivery: This course will utilize a combination of lectures, field-based experiences, media, guest speakers, discussions, and projects to help participants understand leadership issues in educational technology policy.

Texts and Readings:
- Various online resources are linked below, in the syllabus
- During the semester, a variety of materials will be posted in Blackboard.

Course Requirements:
Each student is expected to complete two assignments chosen from the menu of possibilities below, or an alternative assignment can be negotiated in writing with the instructor. Both assignments have equal weight in grading (40%). In addition, the quantity and quality of contribution to the course asynchronous discussions are another 20% of the grade. Both brief individual plans for the assignments and the assignments themselves are due on dates specified in the Course Outline and are to be submitted electronically via email or the Digital Dropbox in Blackboard.

Select Two of the Assignments Below, or Propose Another Alternative to the Instructor

A. Conducting Videotape Interviews of Educational Policymakers and Policy Researchers. This assignment involves:
  - designing and conducting video interviews with State or National policy makers.
  - preparing a paper that presents "lessons learned" from the interview experience and a synthesis of the interview outcomes.
  - presenting the videos and synthesis at a class session.

B. Developing a MUVE-based Learning Experience for Educational Policymakers. This assignment involves:
  - designing and developing a learning context for educational policymakers in an ActiveWorlds multi-user virtual environment (requires prior expertise in MUVE design)
  - conducting a pilot study on this MUVE context to determine its strengths and limits as a learning experience
  - preparing a paper that presents "lessons learned" from this design experience

C. Examining an Existing Set of State Educational Technology Policies. This assignment involves:
  - compiling the educational technology policies of a State you select.
  - systematically comparing these policies to a Framework for State Educational Technology Policy Analysis (http://www.benton.org/e-rate/execsummary.html).
  - preparing a paper that analyzes the strengths and weaknesses of this State's policies and suggests strategies for improvement.
D. Developing a Draft National Plan for Educational Technology. This assignment involves:

- analyzing the current National Educational Technology Plan in light of the No Child Left Behind initiative, including the Enhancing Education Through Technology grants, and the Bush administration's priorities
- drafting a new National Plan for Educational Technology politically acceptable to the Bush administration and exemplifying the best practices discussed in this course
- preparing a paper that presents this plan and discusses its underlying rationale

E. Writing a Grant Proposal. This assignment involves:

- analyzing various grant program’s guidelines to determine the most appropriate program for the project
- writing the grant proposal based on the guidelines, complete with budget
- presenting the proposal at a class session.

Assessment:
Grades will be based on completion of course requirements and on the scope, quality, and creativity of the two assignments. Once feedback and a grade are received on the first assignment only, if a higher grade is desired the student can resubmit a revised assignment within two weeks. The grade assigned to the revised first assignment is final. Assignments are assessed using a rubric, which will be provided to students prior to assignment due dates. The extent and quality of contribution to the course asynchronous discussions count as 20% of the final grade and are not subject to revision; an interim grade will be provided at mid-semester for informational purposes. Incompletes in the course will be given only under unusual extenuating circumstances.

All work prepared outside of class will be assessed for content AND for presentation. Since this is a graduate level course, high quality work is expected on all assignments and in class. High quality means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear. All written assignments must be completed on a word processor. Proofread all assignments and correct errors before submitting the final paper.

Grading Scale:
A = 93 - 100  A- = 90 - 92  B+ = 86 - 89
B = 80 - 85  C = 79 - 70  F = Below 70

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Assignment</th>
<th>Out of Class Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to class Review syllabus</td>
<td>Read: Leadership without Followers - <a href="http://www.qse.harvard.edu/~dedech/505/Leadership.htm">http://www.qse.harvard.edu/~dedech/505/Leadership.htm</a></td>
</tr>
<tr>
<td>2</td>
<td>Discuss Readings In-class simulation using the &quot;Making Change for School Improvement&quot; game</td>
<td>Read: Executive Summary of the PCAST Report - <a href="http://www.ostp.gov/PCAST/k-12ed.html">http://www.ostp.gov/PCAST/k-12ed.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Summary of the Congressional</td>
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</table>
| 3 | Discuss Readings Video: Teaching in the Digital Age Creating a vision of schooling | Notify Instructor about Choice of First Assignment (via email)  
  Skim No Child Left Behind website - [http://www.nclb.gov/](http://www.nclb.gov/)  
  Read: Educational Technology Standards and Performance Indicators for Administrators - [http://cnets.iste.org/administrators/a_stands.html](http://cnets.iste.org/administrators/a_stands.html) |
| 6 | Discuss Readings Assessment issues | Notify Instructor about Choice of Second Assignment (via email)  
| 7 | Discuss Readings Synchronous Discussions in Tapped In on Educational Technology Policy | The enGauge assessment framework - [http://www.ncrel.org/engauge/](http://www.ncrel.org/engauge/)  
  Skim NCREL’s Educational Technology |
<table>
<thead>
<tr>
<th>Day</th>
<th>Discussion Topic</th>
<th>Resources Online</th>
<th>Additional Resources</th>
</tr>
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</table>
| 9   | Discuss Readings How do we scale-up and sustain innovations? | Send instructor First Written Assignment or post on Blackboard  
| 14  | Discuss Readings Student Presentations | Send instructor Second Written Assignment or post on Blackboard |
| 15  | Student presentations |  |

**Honor Code:**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu).
This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

Students are asked to turn off all cell phones and beepers at the start of each class.