FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Course Syllabus

Course Number: TEC 911
Course Title: Comprehensive Technology Use Planning

☐ Online   X Distance Learning

Instructor: Steve Young **Email:** SteveYoungFPUniv@aol.com **Website:** www.steveyoungfpu.net	**Units: 3** **Grade Level: K-12**

Course Description

Whether your role as an educator finds you in the classroom, library / media center, or administration, possessing the skills necessary to develop a clear and concise Technology Use Plan is vital in today's goal-oriented educational system. Technology planning is an activity that provides direction and helps users understand clearly where they are now and imagine where they want to be.

A Technology Use Plan is a powerful, dynamic tool that helps create and sustain a technology-rich educational environment - a continuous action plan that creates and maintains a technology-rich educational environment. This course is designed to acquaint you with the process of formulating an effective and useful Technology Use Plan.

Included in the course workbook are guidelines, sample plans, surveys and activities modeling the process of developing a TUP, which can be tailored to meet the needs of a district, school or department. Developing and submitting a detailed and completed Technology Use Plan is not required to pass the course.

Course Dates:

Self-paced; students may enroll at any time and have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Primary Learning Outcomes

Upon completion of the course participants will:

- Evaluate the need for and appreciate the benefit of working with a Technology Use Plan in effect on a school site / district-wide level.
- Become familiar with the procedures, methodologies and processes of developing a Technology Use Plan.
- Define the various components of a model TUP.
- Review TUPs of other schools/districts and relate them to their own teaching situation.
- Develop, distribute, collect, and analyze data from technology surveys.
- Draft a vision statement.
- Use analytical tools

Standards - Based Instruction

...To ensure that students are prepared for their future we should: include technology and information literacy in state and local standards for what students should know and be able to do; ensure students use technology appropriately and responsibly; develop new student assessment tools; and strengthen partnerships with industry to help meet the work force needs of the future.

Taken from the Executive Summary of the U.S. Department of Education National Education Technology Plan
(http://www.ed.gov/Technology/elearning/)

ISTE is a nonprofit professional organization with a worldwide membership of leaders and potential leaders in educational technology. They are dedicated to promoting appropriate uses of information technology to support and improve learning, teaching, and administration in K–12 education and teacher education.

ISTE's role is leadership - providing members with information, networking opportunities, and guidance as they face the challenge of incorporating computers, the Internet, and other new technologies into their schools.

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE (International Society for Technology in Education).

For more information on ISTE go to: **http://www.iste.org/**

Course Materials

Course materials consist of a detailed, comprehensive workbook designed to guide the learner, step-by-step, through the development process. Appendices include extensive resources and a sample plan.

Course Requirements

• Answer the pre-course teacher survey questions (5 points).

• Answer the guidebook questions (10 points).

• Complete the planning committee membership form (5 points).

• Technology inventory (5 points)

• Develop and distribute a staff survey on technology needs (20 points).

• Analyze the data compiled from the staff surveys (15 points)

• Needs Ranking - "40 Questions" (10 points).

• Your Vision Statement (15 points).

• Implementation Timeline (10 points).

• Answer the post-course teacher survey questions (5 points).

• Complete and return the course evaluation.

General Information

When all assignments have been completed, return your packet to the address on page 4 of the course workbook. It is absolutely imperative you label your packet with your full name; without identification I've no idea whose work I'm grading! Remember to request online grading the day you return your packet (no sooner, please).

Written assignments may be word processed or handwritten (please consider word processing if your penmanship is as illegible as mine!). Return only your completed assignments, not the entire workbook. I suggest you generate and retain a copy of your work so you will have a back-up to resend in the unlikely event the post office loses your packet - an extremely rare occurrence, but not worth taking the chance that it might happen to you.

Please ensure you have affixed adequate postage to your packet; *insufficiently or unposted packets will not be accepted.* I can no longer accommodate packets returned which require my signature for delivery.

If using USPS Express Mail remember to waive the signature requirement as the carrier will not deliver until someone is home to verify receipt. If you are concerned about delivery, rather than asking me to confirm receipt I ask that you please add "Delivery Confirmation" so you can track delivery online. I strive to process grades expeditiously but found that the time spent responding to e-mails to confirm delivery significantly cut in to my allotted grading time. Thanks.

Once I have reviewed your work and submitted your grade I will email you notification that your grade is in FPU's hands, awaiting posting. Per FPU policy, a minimum of one week per unit of study (three weeks) must transpire from date of enrollment to the postmark on your returned packet.

I can not accept coursework early; *if your packet is postmarked less than three weeks from your date of enrollment expect me to return it to you so you can hold it the required length of time to resubmit then.* Most importantly, never forget that I am readily available via e-mail (preferred) or phone (evenings and weekends) so do not hesitate to call if questions or concerns arise. Thanks!

Grading Scale

Letter grades, should one be requested, will be on the following scale:

90% -100% = "A"   80% - 89% = "B" or "Credit"   79% or below = "No Credit"

To earn a grade of "Credit" the quality of the work must be equal to, or better than, 80%, or the letter grade equivalent to a "B". Students striving for an "A" should show neatness, and pride in their presentation. Students taking the course for credit are expected to adequately complete all the required assignments.

Evidence of Learning

Students will be evaluated on the ability to follow directions as described in the workbook to complete all required projects. Written assignments should contain reflective responses applicable to their personal and/or professional experiences which indicate they have put thought and effort in to their replies.

Grading Rubric	Exemplary (A)	Passing (B or Credit)	Failing (No Credit)
Effort and Perseverance	All projects were continued until they were completed, and at times, basic requirement were surpassed. Effort set forth apparent and exceeded expectations.	With a bit more effort and dedication project could have improved; lacks finished quality; appeared to be done with indifference.	Project incomplete or lacking essential elements. Appeared hurried to "just get it done" and move on.
Craftsmanship and Consistency	Project completely and patiently done with attention to detail; it was as good as hard work could make it. Neatness and pride in presentation readily apparent. Reviewing was a pleasure.	Average craftsmanship but not as good as possible with more care, time, effort and attention to detail. Quality varied from project to project.	Below average effort. Overall a basic lack of pride in work. Sloppy in both content and presentation.
Written Assignments	Depth of thought with thorough, candid, reflective re- plies presented with interest and enthusiasm. Few errors in spelling, punctuation, grammar. Enjoyable to read.	Replies seemed vague and generic. Errors in grammar, spelling and punctuation a distraction. Neatness lacking. Seems rushed. Doesn't seem to be focused or engaged in topic.	Assignment(s) missing or incomplete. Failed to follow directions "Yes"-"No" replies without discussion justifying response.

Instructor/Student Contact

I will email you to verify receipt of your registration and let you know I am preparing your materials for shipping (usually the next day). I can not stress this enough ... never hesitate to contact me - that's why I'm here! When contacting me e-mail is preferred, but if you need to phone please do so after 10:00 AM PT, being mindful of time zone differences as early morning calls wake the family. Thanks for your cooperation and understanding.

Schedule of Topics and Assignments

Section 1.   Pre-course survey

Section 2.   Selected readings

Section 3.   ISTE - NETS for Students & Teachers

Section 3.   Evaluating the need for a technology use plan

Section 4.   Guidebook

Section 5.   Guidebook questions

Section 6.   Complete planning committee form (assembling a committee is optional)

Section 7.   Develop and distribute technology survey; evaluate replies

Section 8.   Ranking your needs

Section 9.   Define curricular areas and applications to be address in the plan

Section 10.   Writing the vision statement

Section 11.   Developing a timeline

Section 12.   Post-course survey

Section 13.   Course Evaluation

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report, as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog. URL http://www.fresno.edu.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Completion Checklist

The following is a list of all assignments required to be completed and returned:

- ☐   Pre-course Teacher Survey - p. 9
- ☐   Guidebook Questions - p. 50
- ☐   Planning Committee Membership Roster - p. 52
- ☐   Technology Inventory - p. 54
- ☐   Staff Survey of Technology Needs - p. 55
- ☐   Evaluation and Analysis of Staff Surveys - p. 64
- ☐   Needs Ranking - p. 65
- ☐   Vision Statement - p. 72
- ☐   Implementation Timeline - p. 73
- ☐   Post-Course Teacher Survey - p. 75
- ☐   Course Evaluation - p. 76
- ☐   Submit Request For Online Grading