

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME INTE 541 IT Leadership and Administrative Technology

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.
1. Describe the rationale for the course.

The Instructional Technology program is beginning an ACHE approved Master's degree in Instructional Technology beginning Fall, 2018. This course is one of the courses approved for the Master's degree.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

The proposer is Margaret Rice. Others who may be teaching the course include Angela Benson, Andre Denham, Vivian Wright and possibly adjuncts.

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

Instructional Technology MA. Any other programs can include the course in their programs if they wish.

4. Indicate how frequently and during which semesters the class will be offered.

Every Summer semester beginning Summer, 2019.

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

No fee.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

The course will continue to be offered as it is part of the ACHE approved Master's degree in Instructional Technology. Data will be collected on student performance in the class and SLOs for the Instructional Technology Assessment plan.

D. Provide the following information for review by the Department Head and the Dean:

- I. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

While there is no need to hire new tenure track faculty for the proposed program, there will be a need to hire adjuncts to teach the undergraduate courses currently being taught by one of our faculty members. The adjuncts will be required to have an earned doctorate in a technology related field and have experience and training in teaching online courses.

Online access to The University of Alabama's library collections is available to all enrolled students, through the web portal located on the library's website. Access is controlled through the use of MyBama credentials.

RECOMMEND FOR APPROVAL:


Department Head

10-17-17
(date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

Not a duplicate as there is no other equivalent course.

3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

No impact.

4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

No cross listing.

5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

This course will further address the program's purpose to help students understand technology's role across society as technological advancements necessitate a systematic examination of instructional strategies and content, assessments, and the technologies used to inform them.

RECOMMEND FOR APPROVAL: _____
Chair, Curriculum Committee (date)

APPROVED _____
Dean (date)

THE UNIVERSITY OF ALABAMA

Course Inventory

Date _____ Department ELPIS College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE, OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. INTE 541

Add Change _____ Inactivate _____

Type of modification:

Title _____ Description _____ Credit hours 3

Type _____ Grade _____

Number _____ Old _____
New

Classification of Instructional Programs (CIP) # 13 0501

Title IT Leadership and Administrative Technologies

Short Title (30 characters or less) IT Leadership

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course introduces learners to administrative technologies and critical technology issues facing educational and organizational leaders. Technologies covered in the course include data management systems and course management systems. Issues include policies for safe and legal use of technology resources; diversity and social justice; ethical use of technology, and professional development.

1. Credit Hours 3

2. Prerequisites None

3. Corequisites None

4. Cross Listed (Equivalent Courses) None
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) None

Slash listed courses refer to the courses offered by the same department at different levels.

Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade _____

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar _____ (b) Lecture _____

(c) Independent Study _____ (d) Laboratory _____

(e) Thesis/Dissertation _____ (f) Field Experience _____

(g) Recitation/Discussion/Quiz _____ (h) Lecture/Laboratory _____

(i) Activity/Performance/Studio _____ (j) Clinic _____

(k) Research _____ (l) Online

(m) Blended _____ (n) Lec w/Recitation/
Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: _____ (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head Claire M. Major Kim Klein 10-17-17
Signature Date

INTE 541 - IT Leadership and Administrative Technology

Instructor Information

Course Name:	INTE 541 IT Leadership and Administrative Technology
Credit Hours:	3 Graduate Hours
Name:	Margaret Rice, Proposer; Angela Benson, Andre Denham, Vivian Wright
Office Location:	Instructor's Office
Office Hours and Contact Information:	By arrangement with Instructor

Mission of the College of Education

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

Vision of the College of Education

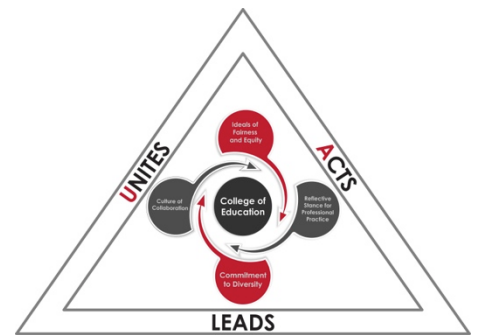
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their fields; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

Dispositions

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

Prerequisites

None

Course Description

Three Credit Hours. This course introduces learners to administrative technologies and critical technology issues facing educational and organizational leaders. Technologies covered in the course include data management systems and course management systems. Issues include policies for safe and legal use of technology resources; diversity and social justice; ethical use of technology; and professional development.

Required Texts

No Required Text

Optional Texts:

Garland, V. E., & Tadeja, C. (2013). *Educational leadership and technology: Preparing school administrators for a digital age (1st ed.)*, Routledge. ISBN-10: 0415809789; ISBN-13: 978-0415809788

Picciano, Anthony G. (2011). *Educational leadership and planning for technology (5th ed.)*, Pearson, Inc. ISBN-10: 0137058225; ISBN-13: 978-0137058228

Whitehead, B. M., Jensen, D., & Boschee, F. A. (2013). *Planning for technology: A guide for school administrators, technology coordinators, and curriculum leaders (2nd ed.)*, Corwin. ISBN-10: 1452268266; ISBN-13: 978-1452268262

Student Learning Outcomes

Students will develop cognitive competencies and/or skills to:

- Critique the data collection, analysis, reporting and decision support features of key school/organization data management systems and make a recommendation.
- Compare and contrast the features, benefits, and challenges of course management systems and provide a rationale for selecting one.
- Critically examine policies for administering and using technology in education and corporate organizations.

- Compare and contrast school and organization policies for administering and using technology.
- Identify school and organization instructional technology and professional development needs.
- Develop a plan for diversity and social justice when using instructional technologies.
- Identify and critically examine legal, safety and ethical issues when using technology.

Other Course Materials

Additional course materials, resources, and readings are posted with each module. Due to the changing nature of technologies, module assignments focus on current, online readings. Readings may change as technology changes.

Examples include:

1. Datnow, A., & Park, V. (2015). DATA USE - For Equity. *Educational Leadership*, 72(5), 48-54.
2. Fairchild, S., Farrell, T., Gunton, B., Mackinnon, A., McNamara, C., Trachtman, R., & New Visions for Public, S. (2014). Design and Data in Balance: Using Design-Driven Decision Making to Enable Student Success. *New Visions For Public Schools*.
3. Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration & Leadership*, 43(2), 269-289. doi:10.1177/1741143214537229
4. Murray, J. (2014). Critical Issues Facing School Leaders Concerning Data-Informed Decision-Making. *Professional Educator*, 38(1), 14-22.
5. National Educational Technology Plan <https://tech.ed.gov/netp/#>
6. ISTE Standards for Administrators <http://www.iste.org/standards/for-administrators>.

Format of the Course

This is an online course with learning activities presented through modules. The modules may include multiple layers of readings, interactions, and assignments/products.

Outline of Topics/Course Activities/Course Schedule

An example of products, assignments, and a tentative outline of course activities, with due dates follows in the chart.

Course Topic Module	Assignments/Products	Points Possible	Due Date	Additional Notes
Introduction Module	Assignment 1: Introduction Discussion Infographic	10	Week 1	Students will create an infographic introducing themselves and post it on discussion board

Module 1: Decision Making and Data Management Systems	Assignment 2: Readings and Online Discussion	40	Week 2	Internet readings and online discussion of readings
Module 1: Decision Making and Data Management Systems	Assignment 3: Data System Management Proposal	100	Weeks 3 and 4	Role-play as the chairperson for a technology committee that has initiated the process of creating a technology plan to make a decision about implementing a new data management system for your organization (school system or business). Research and find a data management system appropriate for your organization and create a handout/proposal for other members of the committee that introduces them to the system.
Module 2: Course Management Systems	Assignment 4: Course Management System Proposal	100	Weeks 5 and 6	Create a presentation describing 3 Course Management Systems. Select one that you would recommend and give your rationale for its selection.
Module 3: Legal, Ethical and Safety Issues	Assignment 5: Class Wiki on Legal, Ethical and Safety Concerns	60	Weeks 7 and 8	Develop a class wiki addressing cybersafety, cyberethics, and cybersecurity concerns in k-12, higher education, and/or corporate America.
Module 3: Legal, Ethical and Safety Issues	Assignment 6: Compare and critique two Acceptable Use Policies/Internet Policies from two different entities.	75	Weeks 9 and 10	Students will locate two AUP/Internet Policies for K-12, higher education or business institutions and write a paper comparing and critiquing the policies.
Module 4: Technology Innovation and Integration	Assignment 7: Readings and Online Discussion	40	Week 11	Students will discuss experiences they have had or heard about as related to school system, university, or corporate acceptable use and other technology related policies that limit or prevent innovation or technology integration. Students will provide

				possible changes to the policy.
Module 5: Diversity, Social Justice and Equity	Assignment 8: Closing the Digital Divide	100	Weeks 12- 14	Students will create a video using screencast discussing the current state of the digital divide and detailing a plan for providing diversity and equity using technology.
Module 6: Professional Development//Training	Assignment 9: Web Resource Portfolio	60	Weeks 15-16	Using a web tool or software application of their choice, students will create a web resource portfolio with resources for professional development/training. They will search the web for a minimum of 15 resources or tools. <ul style="list-style-type: none"> • For each web site they select, they will create a summary that includes: • Web site name • URL • Resource or tool web site offers • One-paragraph description of the web site • List of ideas on how they could use the web site.

System Requirements

This course requires a high-speed Internet connection and a [compatible browser \(PDF\)](#). Courses may also require these free tools:

- Java
- Adobe Reader
- Flash Player
- Microsoft Silverlight
- QuickTime
- Windows Media Player (or Flip4Mac)

You must have speakers or headphones.

Minimum Student Technical Skills

Participation in an online course requires knowledge of computer technology. In order to participate successfully in an online course, you should already be able to:

- Access and use Blackboard Learn (review the [Blackboard Learn Tutorials](#) for assistance).
- Use a word processing program to:
 - Create, format, edit, spell check, save, and print a document.
 - Cut, copy, and past information.
 - Save a word processing document in txt, rtf, doc, or docx format as requested.
- Use a spreadsheet program to:
 - Create, format, edit, spell check, save, and print a spreadsheet.
 - Cut, copy, and paste information.
 - Create graphs.
- Use a web browser to view, navigate, and search for information on the Internet.
- Use your Crimson email account and the Blackboard Learn Mail tool to send and receive messages and file attachments.

Technical Support

To obtain assistance with technical issues, contact the College of Continuing Studies [online](#) course technical support team. The team can be reached online or by phone at 1-866-205-1011 during their [regular business hours](#).

Exams and Assignments

As this is an online class, all assignments/products have posted instructions for preparation. These must be turned in as an attachment in the course management assignment system, unless otherwise noted by your instructor.

Grading Policy

Due dates are strictly adhered to in this course. Points are deducted, per day, for late assignments. Be sure to keep a backup of all work. The final grade will be based upon completion of all activities outlined below. All coursework must be completed before or by the due date. Incomplete grades: A grade of "I" (Incomplete) is evaluated as an "F," and must be removed within two weeks during the next term of enrollment if the student's overall grade point average drops below a "B" as a result of the incomplete grade. The evaluations of academic progress of students who register with "I" grades still on their records can result in academic probation or dismissal. Please refer to the Graduate School handbook for additional information/policy.

Grade Ranges

90 -100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

Policy on Missed Exams and Coursework

All assignments/products are due on the due date in the course calendar. If you are unable to complete the product by the due date because of illness, provide a doctor's excuse to get an extension. If you have extenuating circumstances other than illness, contact the instructor.

Attendance Policy

This course does not require synchronous class meetings. Your success in this online course is dependent on your dedication to and diligence in working through each module and completing the assignments on time, or ahead of schedule. Deductions will be made for late assignments.

Statement on Academic Misconduct

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](https://catalog.ua.edu) provided in the Online Catalog (<https://catalog.ua.edu>).
- All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
 - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
 - Fabrication: Presenting as genuine, any invented or falsified citation or material.
 - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

Statement on Disability Accommodations

- Contact the [Office of Disability Services \(ODS\)](https://ods.ua.edu) as detailed in the Online Catalog.
- The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](https://ready.ua.edu/severe-weather-guidelines/) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UAct Statement

The [UAct website](https://www.ua.edu/campuslife/uact/) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>
The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

Statement on Academic Work Duplication

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

Elasticity Statement

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*