Henderson State University  
Teachers College  
Department of Advanced Instructional Studies  
Educational Leadership

A. Course Title: EDL 7713 Technology Communications for District Administrators

B. Catalog Description:
In this course candidates will examine uses of technology to market school districts and to increase communication with all stakeholders. They will learn to use various technology to communicate with the school and business community.

C. Purpose: Even though the business world understands the need for marketing their products and services, school districts often do understand or underestimate the need to market their schools to the community. Based on lack of knowledge the attitude toward schools can be negative and may cause a need for better marketing strategies via digital communication with current technology resources. This course will allow an avenue for future district level leaders to create technology communications strategies that will enable all better communication between the school and community.

D. Required Texts:
All students must have access to the TK20 portal: One time purchase. (Bookstore ISBN: 097440818 or directly from TK20.)
None suggested or required. This course will take advantage of the wealth of resources on the Internet and industry leaders in communication as well as multiple school related resources.

E. Conceptual Framework: The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. Mission Statement: The HSU Educational Leadership Educational Specialist program prepares candidates for P-12 district level leadership roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the district level leader licensure examination (SSA) and to succeed as a district level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a district level administrator.
3. Collaboration: To graduate district level leaders with the ability to work collaboratively with all stakeholders of a school district.

6 Dispositions:
• We are professionals.
• We value diversity.
• We are fair to all students.
• We have a sense of efficacy.
• We care for students and their families.
• We are reflective.

G. Use of Technology: Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.


H. Diversity: The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – from many, one! The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

I. Students with disabilities: It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you to do so. For more information, visit the DRC website at www.hsu.edu/disability.

J. Objectives:
1. Leadership and Vision (ISLLC 1; ELCC 1; NETS A 1)
   • promote highly effective practices in technology integration among faculty and other staff.
2. Learning and Teaching (ISLLC 2, 4; ELCC 6; NETS A 2)
3. Productivity and Professional Practice (ISLLC 4; ELCC 4; NETS A 3).
4. Support, Management, and Operations (ISLLC 3; ELCC 6; NETS A 3,4)
5. Assessment and Evaluation (ISLLC 1, 2, 4; ELCC 2, 4, 6; NETS A 2,4)
6. Social, Legal, and Ethical Issues (ISLLC 5, 6; ELCC 3, 5; NETS A 5)

K. Course Outline:
Module 1 – District web site review and comparison.
Module 2 – District technology plan and how it communicates to the public. (TBD)
Module 3 – Communication/Grading tools for the district.
Module 4 – Surveying tools for district level leaders.
Module 5 – Strategic marketing plan for the district.

L. Field Experience Requirements:
   (NETS-A 1, 2, 3, 4, 5)
   (ELCC 1, 2, 3, 4, 5, 6)
   • Candidates will work with district level leaders such as the Technology Director,
     Web Site Specialists, Superintendents, and/or Assistant Superintendents to
     establish marketing plan to promote their district with the community. Candidates
     will pay specific attention to areas of concern in the education environment such
     as cultural, socio-economic issues and diversity.

M. Course Evaluation:
   • Evaluation Policy
     The Ed.S. program is performance-based. The candidate will be required to
demonstrate proficiency in each competency outlined in the ISLCC and ELCC
standards. Deviation from established requirements could impact the student’s
performance on assessments for licensure. All assignments are to follow the APA
format and/or HSU’s degree program requirements.
     1. Selected artifacts will become a part of the student’s program portfolio.
     2. Rubrics may be used to assess quality of certain assignments.
     3. All assignments are to be turned in by specific due dates or total points may be
        reduced at the discretion of the instructor.
     4. Grading Scale:
        A – 90% - 100%
        B – 80% - 89%
        C – 70% - 79%
        D – 60% - 69%
        F – below 60%
        Incomplete – “I” may be used in case of situations that arise that are out of
        the control of the student and/or instructor. “I” will be used when
determined that it is in the best interest of the student as deemed
appropriate by the instructor.
   • Methods and Procedures
     Instruction in this course will consider research dealing with adult learners, while the
role of the instructor will be one of coach/facilitator. A multi-strategy approach will be
used in the delivery of the course including lecture, resource speakers, class
discussion, and media, as well as individual and group activities.

- **Make-up policy**
  Any requirement not completed must be made-up in a timely manner, but only with
  the professor’s permission and before the end of the course. It is the candidate’s
  responsibility to meet with the instructor to make arrangements for completing any
  work missed. All assignments are related to the competencies set forth for this course;
  therefore, it is required that they be completed at an acceptable level of performance.

- **Flexibility Clause**
  The professor has the right to make changes in the course requirements and in the
  syllabus as need arises. Changes will be conveyed to the students in timely manner.

- **Exit Portfolio:** A portfolio is an individualized collection of purposeful, interrelated
  materials which is ongoing and flexible. The portfolio becomes an assessment tool,
  which leads to self-improvement through the development of reflective thinking and
  inquiry. The portfolio experience also provides a model for the continuous professional
  development of educational administrators in the world of practice. The students will
  select artifacts from class assignments and align them to the appropriate ELCC and
  ISLLC and NETS-A standards. They will select at least one artifact for each standard.
  They will write reflections that demonstrate how the artifact helped them master the
  standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6
  as well as the ISLLC standards 1-6 and the NETS-A standards one through five.

- **Rubrics:** The students will be graded by rubrics for their presentations, their critical
  analyses of an outside reading and their projects. The rubrics will be aligned with the
  ELCC and ISLLC standards and NETS-A standards

N. **Attendance Policy:** Attendance and participation in this class is essential for its success,
not only for each candidate, but also for the class as a whole. Candidates should plan on
attending and participating in each class unless prevented by circumstances beyond their control.

O. **Student Handbook Policy:** Henderson State University complies with federal and state
legislature that protects students’ rights. A listing of all applicable federal and state statutes can
be found in the *Graduate Catalog*. For information or questions, please contact the General
Counsel to the President, Room 308, Womack Hall, HSU Box 7744-1100 Henderson Street,
Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed
through [www.hsu.edu](http://www.hsu.edu).

P. **Academic Honesty:** Students will be expected to be aware of the policies on academic
honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or
plagiarized work will be subject to the consequences stated in the handbook.

Q. **Bibliography:**
Links Class Resources
[http://ww.aasa.org](http://ww.aasa.org)
http://arkansased.org

References

Additional Online sources:

- Technology’s Influence on High School Completion: [http://education.alberta.ca/media/823068/techandhighschoolsuccess.pdf](http://education.alberta.ca/media/823068/techandhighschoolsuccess.pdf)
- Understanding by Design: [http://www.ubdexchange.org/](http://www.ubdexchange.org/)
- The 21st Century Learner: [http://www.slideshare.net/mscofino/](http://www.slideshare.net/mscofino/)
• Professional Development Components for Change created from table found on Educational Origami Wiki edorigami.wikispaces.com/Managing+complex+change

• Think about it…Willing to learn vs. waiting to be taught. Based on Steven Kimmi's blog post :“Taught versus learn, a distinguishing factor” expintech.blogspot.com/2009/04/taught-versus-learn-discti...

• The Networked Teacher based on Alec Couros's graphic educationaltechnology.ca/couros/799