

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

**CCHE 590: Technological Fluency and Leadership
January 14 – March 8, 2019****General Information**

Northern Arizona University
College of Education
Department of Educational Leadership
Credit hours: 3 semester hours

Instructor Information

Instructor: Flower Darby, MA
Email: flower.darby@nau.edu
Office phone: 928 523 5042
Office hours: by appointment

Course Prerequisites

None

Course Description

This course explores the changing world of technology in higher education and other professional realms. Students will identify necessary abilities to develop fluency, manage change, and take leadership roles in the workplace as they effectively manage their digital lives at work and home. Students will gain skills in technology use and a broad understanding of technology in evolving environments.

Course Overview/Outline

CCHE 590 is an accelerated online course. Please see the general outline below. **Check the Course Schedule for accurate dates and deadlines and the modules within Bb Learn for details on readings and videos.** Please pace yourself, work ahead when possible, and plan accordingly for other schedule commitments.

Module	Topic	Content
Module 1	Overview and Foundation	Purposeful use of technology Problem-solution focus to determine appropriate technology Leadership qualities and effective use of technology
Module 2	Technological Fluency	Building blocks of tech fluency and digital literacy Lifelong learning
Module 3	Technology Solutions	In-depth analysis of technology as a tool to solve problems in education, the workplace, and personal life
Module 4	Technological Change Management	Managing technological change as a leader today Resiliency

Course Structure/Approach

This course is based on the philosophy that quality student learning is achieved through theory and application. Students can accomplish the course learning outcomes by:

- reading and viewing assigned course materials
- reading additional web-based articles, reports, and other outside readings
- completing all course assignments and actively participating in the online discussion boards
- participating responsibly and professionally in class discussions
- submitting all assignments on time
- building on and enhancing interests in emerging technology and current issues and topics in technology.

Textbook & Required Materials

There are no required textbooks for CCHE 590. All required materials are found in the online course.

Course Learning Outcomes

CCHE 590 Student Learning Outcomes align with the Master's in CC/HE Program Outcomes, as follows:

- 1) CCHE students will synthesize and apply knowledge of research processes and methodologies in collecting and assessing data to identify and solve problems that inform decision making in leadership.

- 2) CCHE students will demonstrate ethical and professional leadership skills, qualities, and behaviors to engage effectively with institutional stakeholders in interdependent local, national, global, political, economic, and environmental contexts.
- 3) CCHE students will prepare proposals to solve institutional challenges by utilizing diverse cultural, social, and intellectual resources within communities.
- 4) CCHE students will analyze and integrate disciplinary and sub-disciplinary theories, concepts, principles, and evidence-based practices in proposing and implementing partnerships alliances, networks, strategies, or educational programs.
- 5) CCHE students will articulate the importance of lifelong leadership learning through multiple perspectives of higher education and as examined through diverse and multi-cultural lenses.
- 6) CCHE students will be prepared to function in leadership settings relevant to their training and experiences within non-profit and for-profit institutions, online and virtual campuses, sponsored campuses and programs, and private institutions by creating a professional development plan to advance their professionalism.

After successfully completing CCHE 590, Technological Fluency and Leadership, we expect that you will be able to:

Student Learning Outcome	Aligns with Program Outcomes	Assessed by
1. determine appropriate, purpose-driven approaches to incorporating technology into your personal and professional life: <ul style="list-style-type: none"> • accurately define problems related to use of technology in different contexts • research and critically evaluate possible technology-supported solutions to problems • select and implement appropriate solution 	1, 4, 5, 6	Written and Video Assignments, Discussions/Learn from Your Community, Projects, Reflective Journal Entries
2. propose and achieve learning goals	2, 5	Reflective Journal Entries
3. explain and apply current theory supporting use of technology in your work and home life	2, 5, 6	Written and Video Assignments, Discussions/Learn from Your Community, Projects, Reflective Journal Entries

4. examine and discuss current technology trends, issues and impacts	1, 2, 4, 6	LinkedIn Posts, Written and Video Assignments, Discussions/Learn from Your Community, Projects, Reflective Journal Entries
5. research and evaluate new, relevant technology tools and use 4 or more tools in a meaningful, purposeful way to demonstrate competence	2, 4, 5, 6	Lynda.com Assignments, Projects
6. create your own philosophy or approach to appropriate use of technology through multiple lenses	1, 2, 4, 5, 6	Reflective Journal Entries
7. establish a plan to continue your development in using technology effectively, professionally and ethically	2, 4, 5, 6	Reflective Journal Entries

Assessments: Activities and Assignments

The following tasks and assessments will measure your achievement of the Student Learning Outcomes. Please note: A detailed course schedule with deadlines is available in Bb Learn. This schedule includes assignment due dates. In addition, comprehensive instructions, grading criteria and rubrics are located in the online class for each graded activity.

Syllabus Review Quiz: Complete the Syllabus Review Quiz to check your understanding of course policies and expectations. You may take the Syllabus Review Quiz as many times as you like to earn 100%. This quiz is ungraded, but you can't access the rest of the course material until you've earned 100%.

Module Response Questions: Answer questions in a written document to demonstrate your comprehension of the concepts in each module. Orientation module: 5 points, Modules 1 – 4: 30 points each. 125 points total.

Blackboard Learn Discussions/Learning From Your Community: After you post your introduction in the Bb Learn discussion board, you have a choice for your social learning component of this course. You may either participate in discussions for each module by posting original ideas and responding to the ideas of your peers in the course. If you prefer, you may find an online or physical community to join and participate in for the duration of the course. **Please choose one format or the other—you can't choose a different option for each module.** These social interactions are an integral collaborative component of the course and should reflect relevant contributions in a manner appropriate for graduate students.

10 points for your video introduction post and written or recorded replies; 25 points for each module's social learning component (110 points total). More information will be

provided in Bb Learn.

Lynda.com Assignment (Module 2 Project): Select and complete two relevant Lynda.com tutorials using your free NAU access. You'll report back on your learning experiences in a written document. 25 points. More information and a rubric is available in Bb Learn.

Mobile App Solution Assignment (Module 3 Project): Identify a real-life problem you face in your work or home life. Explore the root cause of the problem, then research, select and implement a mobile app to solve the problem. You'll report back on your learning experiences in a written document. More information is available in Bb Learn. 25 points.

Technology Solution Project: Identify a significant problem you are having at work, at home, or in your volunteer work. Design and implement a solution to this problem that uses a new-to-you technology. There will be a part of this project due in every module with the culminating work happening in Module 4. More information and rubrics are available in Bb Learn. 125 points total.

Lifelong Learner Log: Write a reflective journal entry that will allow you to set and evaluate learning and professional development goals. You will also consider appropriate uses of technology in your specific context. 40 points total (10 pts per entry). See detailed instructions in the Bb Learn Journal.

Grading Structure

Syllabus Review Quiz	mandatory
Module Questions	125 points
Discussions/Learn From Community	110 points
Lynda.com Project	25 points
Mobile App Solution Project	25 points
Technology Solution Project	125 points
Lifelong Learner Log	40 points
Total	450 points

Final Grade Scale

Your final grade for this course is based on the following scale.

A	93-100%	418-450 points
B	85-92%	382-417 points
C	77-84%	346-381 points
D	69-76%	310-345 points
F	0-68%	0-309 points

Incompletes are not available for CCHE 590. Please contact me at the earliest possible time to discuss options, should something unexpected arise that interferes with your ability to complete classwork on time.

To Successfully Complete this Course:

- use APA Style (6th edition) (purchase a handbook or see links in the course to instruction on using this Style).
- be a proficient user of Blackboard Learn
- have daily access to a reliable computer with internet and a current, updated web browser such as Firefox, Google Chrome, Safari or Internet Explorer
- have appropriate applications/plugin-ins for viewing multimedia materials
- have headset with microphone for video tasks. (optional but recommended)

If you need assistance accessing any materials or links, contact the [Student Technology Center](#) at (928) 523-9294 or toll-free at 1 (888) 520-7215. Or email Ask-STC@nau.edu.

Course Policies

Specifications Grading/Oops Token

CCCHE 590 uses a system called Specifications Grading for many assignments and graded activities. This means that your work must meet a set of basic criteria and will then be awarded full points. If the work does not meet the minimum specifications as listed in the task instructions and grading rubric, you will earn zero points.

To build in a little flexibility, you have up to 3 Oops Tokens that can be used during the class session. Use an Oops Token if you want to redo a task for which you earned zero points, or if you have to turn in an assignment late. Send me a course message and we can then negotiate an acceptable extension or resubmission deadline. If you don't use any Oops Tokens, you will earn 3 points of extra credit at the end of the class.

Late Work

I do not accept late work in this graduate-level course, unless you choose to use an Oops Token. Please try to reserve this option for true emergencies. As advanced degree students and working professionals, it is essential to complete your work on time.

Time Expectations

Please plan to spend approximately 135 hours to successfully complete this online three-credit (3) graduate-level course. That's about 18 hours each week. This estimate is based on the Arizona Board of Regents standards for instructional time (45 hours) and its expectation for students to spend approximately two hours in preparation, research, writing, etc., for each hour spent in class (90 hours).

Instructor Availability

I will log in to class at least 5 days per week and will respond to email and course messages no later than 2 business days after I receive them. I will return graded assignments within 7 days of the due date. I reserve Sundays for my family so I am not online then.

Student Conduct

Students are expected to conduct themselves in a courteous, positive, professional, and respectful manner when interacting with one another and the instructor online (refer to NAU policy on Safe Working and Learning Environment). The instructor has the responsibility and right to remove students who do not abide by course and NAU policies. Be respectful of your peers, even if their opinions differ from yours. And please practice appropriate online etiquette in this class.

Course Statement on Plagiarism and Cheating

Plagiarism or any other form of cheating violates the standards of professional and ethical behavior expected of students in this course. The instructor and NAU consider acts of academic dishonesty to be very serious offenses, and such acts will not be tolerated in this course. Students charged with academic dishonesty are subject to sanctions in the Arizona Board of Regents Student Code of Conduct and in the NAU Academic Dishonesty policy below.

Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement. Students enrolled in CCHE 590 are required to follow APA guidelines for citing *quoted material*: You must cite the author of the quotation, the name and copyright date of the source of the quotation, and the page or paragraph number where the quoted material was found.

Assignments submitted for another class should not be submitted for this class. All assignments should be the original work of the student and should be completed

specifically for this class. Submitting work prepared by another person or agency engaged in the selling of term papers or other academic materials is considered to be plagiarism.

There are numerous online databases and software options available to instructors to check students' work for originality. I will use these options if plagiarism is suspected. Students are expected to know the definitions of plagiarism, cheating, and academic dishonesty as well as the consequences of violating university policy. Ignorance of this important topic is no excuse in this course.

University Policies

Please carefully read the information and links below. Note that you are accountable for the content therein.

NORTHERN ARIZONA UNIVERSITY **POLICY STATEMENTS FOR COURSE SYLLABI**

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Equity and Access Office (EAO) serves as the university's compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. EAO also assists with religious accommodations. You may obtain a copy of this policy from the college dean's office or from NAU's Equity and Access Office website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Equity and Access Office (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or equityandaccess@nau.edu.

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

ACADEMIC CONTACT HOUR POLICY

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

ACADEMIC INTEGRITY

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student's submission of work is an implicit declaration that the work is the student's own. All outside assistance should be acknowledged, and the student's academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers.

Individual students and faculty members are responsible for identifying potential violations of the university's academic integrity policy. Instances of potential violations are adjudicated using the process found in the university [Academic Integrity Policy](#).

RESEARCH INTEGRITY

The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; "Update on the Requirement for Instruction in the Responsible Conduct of Research"). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: <http://nau.edu/Research/Compliance/Research-Integrity/>

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

DISRUPTIVE BEHAVIOR IN AN INSTRUCTIONAL SETTING POLICY

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing

reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of [NAU's Student Handbook](#).