

EDTE 670 | Technology Policy and Pedagogy

Ball State University
Spring 2026

COURSE INSTRUCTOR

Instructor: Dr. Henry Yu (henry.yu@bsu.edu)

Departments of Elementary Education/Educational Studies, Teachers College

Office Location: Teachers College 357

Office Hours: By appointment (Meet on Zoom)

****This syllabus is a guide for the course and is subject to change.*

****Students are welcome to email the instructor to ask questions. Emails will be responded to within 48 hours on weekdays.*

****All course materials are the instructor's intellectual property. Students cannot share them online or use them without the instructor's permission.*

COURSE DESCRIPTION

EDTE 670 examines the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and the policies that affect how technology is realized in schools and their surrounding communities. This course is designed to enhance the knowledge and competency of technology leaders, such as school administrators, school district technology coordinators or technology coaches, with regard to infusing technology for innovative pedagogies from the policy and leadership perspective. This course is designed to be as practical and relevant to K-12 school administrations' job responsibilities relative to initiating and incorporating technology plans. Both master's and doctoral students are expected to demonstrate sophisticated practical knowledge and skills at the end of the course. Doctoral students are also expected to demonstrate a sophisticated understanding of the practical experiences and connect the experiences to relevant theories in the field.

COURSE RATIONALE

Technology leaders in schools need to be able to shape policy and to identify barriers to implementation. This is a capstone course that connects theory, skills, and technology trends in K-12 schools to the pedagogies and policies that affect or are affected by educational technology.

STANDARDS ADDRESSED

The course content is directly connected to many areas of the standards for technology leaders. Students will also reflect and make connections between the coursework and the standards in this class. The standards related to this course include:

- [ISTE standards for Education leaders](#)
- [ISTE standards for Coaches](#)

COURSE READINGS

Course readings and additional instructional materials will be available on our **Canvas** site.

COURSE OBJECTIVES

Students will have expertise in the following areas after completing this course. -

- Understand and address trends and challenges that impact local schools' technology integration
- Understand the impacts of technology policies at the national, state and local level - Develop leadership skills and knowledge to initiate technology innovations in schools and/or school districts including grant writing and technology maintenance and management.
- Understand and implement plans for the ethical and inclusive uses of technology in schools.
- Become the change agent for technology-infused initiatives in local contexts

BSU MISSION STATEMENT

The mission of the professional education program at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.

STUDENT RESPONSIBILITIES

This course will require you to research technology plans and develop grant proposals to support local schools/school districts' technology initiatives. Class participants are required to read assigned readings, contribute to online discussions, and participate fully in all class activities. Students are expected to:

- Prepare all assigned readings for discussion and contribute to discussions - Conduct online or offline literature research
- Complete assignments related to course topics

TECHNOLOGY REQUIREMENTS

Participants' proficiency and access to the following tools are assumed: Desktop or laptop computer, Internet access, an email account, webcam, microphone, and Google Docs or [Microsoft Office](#). In addition, this is an online course hosted on [Canvas](#).

Participants are

encouraged to get familiar with navigating the Canvas learning management system in advance. Additional media production skills may be required in this course. Students also have access to LinkedIn Learning (formerly Lynda.com) to learn software for free (log in to My BSU). If you run into technical issues, you may consult the BSU Help Desk (<https://bsu.servicenow.com/helpdesk>)

WRITTEN ASSIGNMENT CRITERIA

Citations and references, as well as written report formatting, should adhere to the American Psychological Association (APA) [7th Formatting and Style Guide](#).

LATE WORK POLICY

- Late discussion posts are welcome but will NOT be graded as this disrupts the very nature of the scholarly discussion. **Posting at the end of the module instead of throughout will have a negative impact on students' grades.**
- Late assignments will receive a 10 percent reduction for every calendar day they are late.

ACCESSIBILITY

Citations and references should adhere to the American Psychological Association (APA) 7th Formatting and Style Guide. Participants can refer to American Psychological Association (APA) formatting and Style Guides: <https://apastyle.apa.org/style-grammar-guidelines>. BSU students can also utilize our various [library services](#) such as OneSearch or Interlibrary Loan to conduct literature reviews and learning how to cite sources.

PLAGIARISM AND ACADEMIC MISCONDUCT

Standard BSU policies on cheating will be followed. Students who have cheated will be given an F in the course and a letter will be placed in the student's file. Academic Misconduct policies in this class are in agreement with those of the university found at:

<https://www.bsu.edu/about/administrativeoffices/studentrights/policiesandprocedures/studentcode/viethicspolicy>

ASSIGNMENTS AND ACTIVITIES

The final course grade will be determined by the percentage of points earned out of the **total points**. To allow for more flexibility in the online course, the assignments are due according to due dates indicated in the course schedule (subject to change). Further details about all the assignments can be found in the Assignments tab on Canvas. Assignments are to be turned in by their specified due dates.

Course Deliverables
<p>Forum Discussion & General Participation: Participation in the electronic forum discussion includes asking questions, answering questions, and sharing information in a variety of ways. We will host our forum discussions on Canvas >> Discussions. Assessment is based on the quantity and quality of your contributions. This means you should ask thought-provoking questions, give sophisticated and thoughtful reflections on class materials. Make connections to your own experience and raise critical problems or issues. You should also address other people's questions and comments in a critical, constructive, yet friendly and supportive way. Please keep the netiquette in mind when posting. We can all learn a lot from each other through idea exchange and sharing.</p>
<p>Policy Analysis Metrics: Students will learn about the nature of policy and different frameworks to evaluate technology policies. Students will reflect on the frameworks, consider the characteristics of the learners and schools in the target school district, and create metrics that are comprehensive and appropriate in their own context. The policy analysis metrics will be an essential tool for the assignment, technology plan analysis.</p>

<p>Technology plan analysis: You will compare your school district and its nearby district’s technology plans. You will write an analysis (6 to 8 pages) to describe what you learned by evaluating their district technology plans. You will compare the districts’ technology plan to the national and state technology policies to see how well they are aligned. You will incorporate what you learned in class about policy and technology planning to conduct this in-depth technology plan analysis.</p>
<p>AUP evaluation: Acceptable Use Policy (AUP) is an important part of technology initiatives. You will identify the AUP document used in a school district, school, or classroom to evaluate its quality based on what you learn in class.</p>
<p>Educational Technology Professional Interview: The goal of this project is to help you develop a grounded perspective of how policy initiatives and technology challenges are manifested in a local educational context. You will interview a technology leader in a school or school district to understand the rationale, implementation, and challenges relative to their technology initiatives. You will write a 2-3 page report to reflect on what you learn from the interview.</p>
<p>Sustainability Plan: Maintaining the sustainable use of technology in a local context is critical. The sustainability plan is also one of the critical components in a technology grant proposal. With this assignment, you will begin to form a plan for management, service, maintenance, and professional development relative to the technology initiative you will be proposing.</p>
<p>Budget Narratives: It wouldn’t be a surprise that technology leaders are responsible for managing the budgets. In this assignment, you will identify the software, equipment, and infrastructure needed to carry out the proposed technology initiative and provide the itemized budget table with justification for each item.</p>
<p>Technology initiative grant proposal/ creative teaching grant: As the final project of this class, you will write a grant proposal for your school/district to help plan for technology-infused pedagogical innovations. For Indiana teachers, you will target either the digital learning grant or the innovation planning grant for this project. For teachers outside of Indiana, you will identify a grant that is applicable to your context and request the instructor’s approval in advance. This project is where you will synthesize what you have accomplished in this class and turn it into actual actions to support your local community.</p>

GRADING SCALE

A = 94-100%	B- = 80-83%	D+ = 67-69%
A- = 90-93%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 63-60%

B = 84-86%

C- = 70-73%

F= below 60%

TENTATIVE CLASS SCHEDULE

EDTE 670 – Spring 26 Weekly Calendar Readings

Week	Dates	Weekly Focus	Readings	Assignments
Week 1	Jan 5–11	Orientation & Course Overview	Course Syllabus	Course contract Who's Who? AI use agreement
Week 2	Jan 12–18	What Is Policy? Power, Values, Leadership	Torjman (2005) <i>What Is Policy?</i> Zhao (2020) <i>An Education Crisis...</i> (excerpt) U.S. National EdTech Plan (2024)	Discussion #1
Week 3	Jan 19–25	Policy Analysis Frameworks & Metrics	Jie (2016) <i>Framework of Education Policy Analysis</i> CDC Policy Analysis Framework Future Ready Schools Framework	Policy Analysis Metrics – Start
Week 4	Jan 26–Feb 1	Federal & State EdTech Policy	National Education Technology Plan (2024) Indiana DOE Tech Plan (or state equivalent) ISTE Standards for Education Leaders	Discussion #2 Policy Metrics – Due

Week 5	Feb 2–8	District Technology Planning & Alignment	CoSN: <i>Building a Sustainable & Equitable EdTech Ecosystem</i> SETDA: <i>State Leadership for EdTech Planning</i>	District Tech Plan Comparison Tech Plan Analysis – Start
Week 6	Feb 9–15	Technology Leadership Roles	CoSN: <i>Empowering Education Leaders</i> ISTE Standards for Coaches <i>EduTopia: What Makes a Great Tech Coach?</i>	Professional Interview
Week 7	Feb 16–22	Professional Development & Change Management	CoSN: <i>Professional Development Toolkit</i> Future Ready Schools: Collaborative Leadership Strategies	Professional Development Strategy Reflection
Week 8	Feb 23–Mar 1	Access, Equity & the Digital Divide	Digital Promise: <i>Digital Equity Framework</i> Chandra et al. (2020) <i>Closing the Digital Divide</i>	Tech Plan Analysis – Work
Week 9	Mar 2–8	Ethics, AUPs & Responsible Use	Webwise: <i>AUP Guidelines for Schools</i> Stowell et al. (2018) <i>Technology Policies & Teaching</i>	Discussion #4 AUP Evaluation – Due
Week 10	Mar 9–15	Budgeting, Procurement & Sustainability	Sisk (2019) <i>How to Write a Budget Narrative</i> CoSN: <i>Budgeting for Innovation Toolkit</i>	Sustainability Plan + Budget – Due
Week 11	Mar 16–22	AI in Education: Policy Foundations	Office of EdTech (2017) <i>Reimagining the Role of Technology</i> EDUCAUSE Horizon Report (AI sections) <i>Optional: UNESCO AI Framework for Teachers</i>	Discussion #5 Grant Proposal – Start

Week 12	Mar 23–29	AI Ethics & School-Level Governance	Correia (2020) <i>Healing the Digital Divide</i> Inside Higher Ed (2019): <i>Online Learning & Policy</i> <i>Optional: OECD AI Principles</i>	Grant Proposal – Work
Week 13	Mar 30–Apr 5	Policy Implementation & Organizational Constraints	Roberge & Gagnon (2014) <i>Impact of Technology Policy</i> Whitehead et al. (2013) <i>Planning for Technology</i>	Tech Plan Analysis – Due
Week 14	Apr 6–12	Evaluation, Accountability & Impact	Lai & Widmar (2020) <i>Revisiting the Digital Divide</i> CDC Policy Evaluation Resources	Grant Proposal Draft – Due
Week 15	Apr 13–19	Funding, Partnerships & Leadership Synthesis	DonorsChoose Sample Proposals Digital Promise Grant Examples BSU Grant Writing Resources	Peer Review Completed
Final Window	Apr 20–26	Final Submission Period	—	Final Grant Proposal – Due Apr 26

INCLUSIVITY STATEMENT

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group. In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whichever pronouns you choose. You have the right to adjust those things at any point in your education. If you find that there are aspects of the course instruction, subject matter, or classroom environment that result in barriers to your inclusion, contact me privately without fear of reprisal.

NOTE: It is my intention to make our classroom an anti-racist, anti-sexist, anti-oppressive space. While I am not in control of others' actions, I will not tolerate micro-aggressions, hate speech, or the questioning of any person's or group's humanity. We enter this space with a diversity of experiences, beliefs, and stories, which means we should **listen, reflect, AND withhold judgment**. It is our responsibility to hold each other to these guidelines. If you feel like we are not upholding these values at any point, please bring it to the group's attention or, if it seems more effective, to my attention privately.

POLICY STATEMENTS

Academic Dishonesty

"Honestly, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge." (BSU Statement on Academic Dishonesty)

We are strongly committed to assigning grades based on students' honest efforts on exams and other class assignments. All students are expected to maintain the highest standards of academic honesty. There will be no excuses accepted for plagiarism, cheating, or any other act that suggests the student has not fulfilled his/her academic responsibilities in this course. Consequences of academic dishonesty will be determined by the professor after meeting with the student suspected of a violation of this policy; faculty members are authorized to assign penalties up to an "F" in the course.

Affirmative Action and Equal Opportunity

Ball State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity.

BSU Coronavirus Policies

<https://www.bsu.edu/about/administrativeoffices/emergency-preparedness/pandemicfluprep/coronavirus>

Cardinal Care Pledge

Students are asked to read and follow the [Cardinal Care Pledge](#) while they are on campus. More information on the Campus Plan can be found [here](#).

Course Adaptations

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Off-Campus Accommodation Policy

Ball State University (BSU) is committed to providing equitable access to individuals with disabilities, including in off-campus academic ventures such as an internship, practicum, clinical rotation, or student teaching site.

Disability Services-approved classroom accommodations **do not** automatically transfer to an internship, practicum, clinical rotation, or student teaching site. Students are encouraged to reach out to DS to set up internship, practicum, clinical rotation, or student teaching accommodations as soon as the need arises or is anticipated. There is no deadline to request internship/practicum accommodations, but accommodations are not retroactive. Ideally, a student who wants to request accommodations for an off-campus experience should notify Disability Services **the semester before the experience begins**.

[Please use this link for the full policy and procedures for requesting off-campus accommodations.](#)

<https://www.bsu.edu/about/administrativeoffices/disability-services/policies-procedures>

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without my permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Conduct and/or the [Information Technology Users' Privileges and Responsibilities Policy](#). Any violations will be referred to Dr. Mike Gillilan, Director of Student Rights and Community Standards.

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disabilities

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu

Dispositions Assessment System

Becoming an effective teacher includes demonstrating professional dispositions, which include attitudes, habits of action, and commitments that foster student learning and assist in elevating the education profession, as well as in interacting with families, community members, and colleagues. The Ball State Disposition Assessment System is a systematic, consistent approach to assessing and supporting teacher candidates' disposition growth throughout their preparation. This system has two components: (1) a disposition rubric system and (2) a disposition alert system, which provides opportunities for deliberate feedback and guidance regarding teacher candidates' disposition development. Information about the rubric, procedures, and alert policy are available on the [OTES webpage](#).

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Emergency Preparedness

While participating in P-6 schools, teacher candidates should familiarize themselves with emergency response protocols of all kinds. Many types of emergencies can occur while you are in school; such as severe weather, active shooter, or fire to name a few. It is your responsibility to request that your cooperating practicum teacher review the emergency response guidelines for your class and for the school. In addition, all teacher education candidates are required to complete CRASE (*Civilian Response to Active Shooter Events*) training during their academic career at BSU. Please notify your instructor at the beginning of the semester if you have special needs or will require assistance related to your ability to prepare for or respond to emergencies.

Emergency Preparedness

While participating in P-12 schools, teacher candidates should familiarize themselves with emergency response protocols of all kinds. Many types of emergencies can occur while you are in a school; such as severe weather, active shooter, or fire, to name a few. It is your responsibility to request that your cooperating practicum teacher review the emergency response guidelines for your class and for the school. Please notify your instructor at the beginning of the semester if you have special needs or will require assistance related to your ability to prepare for or respond to school emergencies.

Emergency Response Guidelines

The Ball State University Response Guidelines are available at <http://cms.bsu.edu/about/administrativeoffices/emergencyprepared>. We will review the procedures for

responding to emergencies during the first week of class. If there is an emergency evacuation of Teachers College, our predetermined meeting place is between TC and AJ buildings.

FERPA

The [*Family Educational Rights and Privacy Act*](#) ensures the security and confidentiality of your student information, including your grades. Because you are an adult, I am not allowed to discuss your performance in this course with anyone outside of the University without your explicit written permission.

Grade Appeal Policy

If you wish to appeal your final grade or have any questions about your grades throughout the semester, please contact me right away. If we do not reach an agreement, you have the right to formally appeal your grade. Ball State's policy for appealing your grade can be found at the following link:

<https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/grade-appeals>.

Student Learning Outcomes (Objectives)

The Vice Provost for Academic Affairs offers some helpful hints for writing Student Learning Outcomes or Objectives on their web site.

<https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/student-learning-outcomes>

High-Impact Practices

Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following [high-impact practices](#).

Undergraduate Research
Immersive Learning
Study Abroad or Away
Societal Issues or Global Challenge

Statement about Indiana Standards

All lessons and activity plans created in EDEL Core Classes need to include standards from the Indiana State Academic Standards available at www.doe.in.gov/standards.

Student Learning Outcomes

The Vice Provost for Academic Affairs offers some helpful hints for writing Student Learning Outcomes or Objectives on her web site.

<https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/student-learning-outcomes>

AVAILABLE RESOURCES

Basic Needs Security:

Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen

<https://www.bsu.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen>

Cardinal Closet

The [Student Action Team](#) coordinates the Cardinal Closet. The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge!

Counseling Center

Prioritizing self-care and your mental health are important. As people and as students, you may experience a range of situations that prevent you from optimizing your learning. These may include but are not limited to: high levels of stress, anxiety, loss of motivation, feeling down, strained relationships, drug/alcohol

problems. The counseling center offers free, confidential mental health services. Contact (765) 285-1736 or stop in to Lucina Hall, Room 320 <https://www.bsu.edu/campuslife/counselingcenter>

Crises:

If you or someone you know needs to speak with someone about a mental health crisis (e.g., thoughts of suicide or self-harm, severe depression, panic attacks or anxiety attacks, etc.) contact the following resources:

- [National Suicide Prevention Hotline](https://suicidepreventionlifeline.org/): 1-800-273-TALK; chat feature available [here](#): <http://suicidepreventionlifeline.org/>
- Crisis Text Line: text “GO” to 741741; <http://www.crisistextline.org/textline/>
- [National Domestic Violence Hotline](https://www.rainn.org/): 1-800-799-7233
- [RAINN: Rape, Abuse, Incest National Network](https://www.rainn.org/): 1-800-656-4673; chat feature available via web
- Trevor Project: 866-488-7386
crisis support for GLBTQ people: <http://www.thetrevorproject.org/>
- [Veterans Crisis Line](https://www.veteranscrisisline.com/): 1-800-273-8255; chat and text options available through the link.
- [Meridian Health Services Crisis Line](https://www.meridianhs.org/Contact): 800-333-2647 or 765-286-1695 (For Local Students)
Delaware County and Muncie community mental health agency:
<https://www.meridianhs.org/Contact>
- [A Better Way Crisis Line](https://www.abetterway.org/): 800-347-1144 or 765-288-HELP (4357) (For Local Students)
Shelter and services for victims of domestic violence, transitional housing, advocacy for victims of sexual assault.

Learning Center Services:

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments.

To make an appointment, visit [my.bsu.edu](https://www.bsu.edu) and click on “Navigate” in the Additional Tools section, or just go directly to <https://bsu.navigate.eab.com>.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.

For more information about all of our programming, visit [bsu.edu/learningcenter](https://www.bsu.edu/learningcenter) or call 765-285-1006. Follow us on Instagram: BallStateLC.

Writing Center:

Want extra feedback on your papers? The Writing Center is a community of Ball State students and faculty who value writing. Collaborate with one of the trained peer tutors on any project for any major. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. Online appointments are available [here](#).

Bibliography

Chandra, S., Chang, A., Liu, J., McBride, L., & Mudalige, T. (2020). Closing the K–12 Digital Divide in The Age of Distance Learning. *Broadband Communities*. <https://doi.org/www.broadbandcommunities.com>

Centers for Disease Control and Prevention Office of the Associate Director for Policy. (n.d.). *CDC policy analytical framework*. CDC’s Policy Analytical Framework. Retrieved December 29, 2021, from <https://www.cdc.gov/policy/analysis/process/docs/cdcpolicyanalyticalframework.pdf>

Correia, A.-P. (2020). Healing the Digital Divide During the COVID-19 Pandemic. *The Quarterly Review of Distance Education*, 21(1), 13–21.

- EDUCAUSE. (2019). *Educause Horizon Report: 2019 higher education edition*. EDUCAUSE Horizon Report 2019 Higher Education Edition. Retrieved December 29, 2021, from <https://library.educause.edu/-/media/files/library/2019/4/2019horizonreport>
- Indiana Department of Education. (2021). *Indiana School Technology Plan*. Retrieved from <https://www.in.gov/doe/it/indiana-school-tech-plan/>
- Inside higher Ed. Online learning fails to deliver, finds report aimed at discouraging politicians from deregulating. (2019). Retrieved December 29, 2021, from <https://www.insidehighered.com/digital-learning/article/2019/01/16/online-learning-fails-deliver-finds-report-aimed-discouraging>
- ISTE Standards: Coaches. ISTE. (n.d.). Retrieved December 29, 2021, from <https://www.iste.org/standards/iste-standards-for-coaches>
- ISTE Standards: Education Leaders. ISTE. (n.d.). Retrieved December 29, 2021, from <https://www.iste.org/standards/iste-standards-for-education-leaders>
- Jie, N. D. (2016). Toward a framework of education policy analysis. *THF Literature Review*. <https://doi.org/https://www.scribd.com/document/456186978/Towards-a-Framework-of-Education-Policy-Analysis>
- Lai, J., & Widmar, N. O. (2020). Revisiting the digital divide in the covid -19 ERA. *Applied Economic Perspectives and Policy*, 43(1), 458–464. <https://doi.org/10.1002/aep.13104>
- National Centre for Technology in Education. (2012). Webwise AUP Guidelines. Retrieved from <https://www.webwise.ie/teachers/what-is-an-acceptable-use-policy-2/>
- Office of Educational Technology. (2017). Reimagining the role of Technology in higher education. Retrieved December 29, 2021, from <https://tech.ed.gov/files/2017/01/Higher-Ed-NETP.pdf>
- Office of Educational Technology. (2014). Future Ready Schools: Building Technology Infrastructure for Learning. Retrieved December 29, 2021, from <https://tech.ed.gov/wp-content/uploads/2014/11/Future-Ready-Schools-Building-Technology-Infrastructure-for-Learning-.pdf>
- Office of Educational Technology. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update 2017. Retrieved December 29, 2021, from <https://tech.ed.gov/files/2017/01/NETP17.pdf>
- Roberge, G. D., & Gagnon, L. L. (2014). Impact of Technology Policy in the Higher Education Classroom: Emerging Trends. *EJournal of Education Policy*. <https://eric.ed.gov/?id=EJ1158601>
- Sheninger, E. C., & Mitra, S. (2019). *Digital Leadership: Changing Paradigms for Changing Times*. Corwin.
- Sisk, A. (2019, February 11). *How to write a budget narrative for a grant*. Bizfluent. Retrieved December 29, 2021, from <https://bizfluent.com/how-6551802-write-budget-narrative-grant.html>
- Stowell, J. R., Addison, W. E., & Clay, S. L. (2018). Effects of classroom technology policies on students' perceptions of instructors: What is your syllabus saying about you? *College Teaching*, 66(2), 98–103. <https://doi.org/10.1080/87567555.2018.1437533>

Torjman, S. (2005). *What is policy?* The Caledon Institute of Social Policy.

Whitehead, B. M., Boschee, F., & Jensen, D. F. N. (2013). *Planning for Technology: A guide for school administrators, technology coordinators, and Curriculum leaders.* Corwin Press.