UNIVERSITY OF OKLAHOMA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND POLICY STUDIES

EACS 5693 Technology in Educational Administration

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The Program Area Mission:
The mission of the Educational Administration, Curriculum and Supervision (EACS) Program Area is to promote critical inquiry that addresses important issues relating to teaching, learning, and leadership in order that service and collaboration among colleagues and the professional communities may be enhanced.

Course Description:
The course is designed to help enhance the skills of school administrators in the area of educational technology leadership. The class is focused on technology leadership at the school building level, rather than technology user skills. The course is intended to develop competencies as promulgated in the National Educational Technology Standards for Administrators [NETS-A] (International Society for Technology in Education, 2002, available online at http://www.iste.org/.

Course Format:
The course is offered entirely online. Link to learn.ou.edu. Login and select this course and section number. The course Content Area is available through the 'Content' link. The Content Area includes descriptions of the course assignments, along with other useful links (including references that will help in completing course assignments). The 'Links' 'Discussions' Dropbox' and ‘Grades’ links are also active, as is the 'Scheduling Tool' on the left side of the ‘Course Home’ page.

If you have substantive (content) questions, please email the professor at maiden@ou.edu.
For technical questions, please contact the OU IT Help desk at learn@ou.edu or 405.325.4636 (or search the OU IT Online Support Center at https://webapps.ou.edu/support/).
Special Needs Students:

Any student requiring special accommodation in the class due to disability is advised to inform the instructor of his/her special needs. Every effort will be made to ensure that the proper accommodations are made to enhance the learning environment for every student.

Course Goals:

The course is intended to assist students in developing competencies in the area of technology leadership, focusing on role-specific technology tasks included in the NETS-A. The broad standards include:

I. Leadership and Vision: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

II. Learning and Teaching: Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

III. Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

IV. Support, Management, and Operations: Educational leaders ensure the integration of technology to support productive systems for learning and administration.

V. Assessment and Evaluation: Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

VI. Social, Legal, and Ethical Issues: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Students should completely familiarize themselves with these standards. Focus on the Framework, Standards, and Performance Indicators and the Role-Specific Technology Leadership Tasks of the principal.

Required Text For Eacs 5693:


Logistical Requirements:

One of the requirements involves collecting information about curricular and instructional integration of technology in a school. Students are responsible for establishing necessary contacts to gather the information. A student who is employed in a
school may use his/her own school to complete the project. A student not working in a
school MUST find a school willing to share information and to perhaps allow interviews
with staff.

**Course Requirements:**

1. Complete the text readings as indicated in the ‘Text Readings’ section of the
syllabus. Though no grades are given for the readings *per se*, staying abreast with
the course readings should lead to a better understanding of the relevant issues and
help in preparation for the course final examination.

2. Complete an *Instructional Technology Review (NETS-A Standards I, II, III, and V)*.
The data collection component of the Review will constitute a field experience,
which should include approximately 10 clock hours. The final product will be a
written report.

3. Complete a *Technology Planning Framework Project (NETS-A Standards IV and
VI)*. The final product will be PowerPoint presentation.

4. Complete a final examination, based upon Standards I, II, III, and V. The final
product will be a written response to an instructor prompt.

More complete descriptions of these projects are included in the EACS 5693 Content
Area. All completed assignments should be submitted to the instructor electronically via
email attachment: *maiden@ou.edu* or through the Dropbox.

All assignments should be submitted no later than the due date. Any late submissions
must be approved by the instructor in advance (excepting emergencies). Unapproved late
assignments will include a score deduction of 2 points (of a possible 100) for each
business day past the due date. Early submissions are welcome.

**Grading:**

Each of the three assignments will weigh equally in the calculation of the final course
grade (one third each). The formula used to calculate grades will be as follows:

\[
G = \frac{ITR + TPF + F}{3}
\]

Where

- G = the final numerical grade in the course;
- ITR = the *Instructional Technology Review* score;
- TPF = the *Technology Planning Framework Project*; and,
- F = the final examination score.
The following represents the scale used to convert final numerical grades into final letter grades:

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D

**Text Readings, in Chronological Order:**

Chapter 1 of Picciano (Introduction)
Chapter 2 (Planning issues)
Chapter 3 (Learning issues)
Chapter 4 (Administrative applications)
Chapter 5 (Instructional applications)
Chapter 6 (Multimedia)
Chapter 7 (Communications)
Chapter 9 (Hardware)
Chapter 10 (Software)
Chapter 12 (Facilities)
Chapter 13 (Finance)
Chapter 8 (Distance learning)
Chapter 11 (Staff development)