Instructor:

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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 DISTRICT level, rather than technology user skills. The course is intended to develop competencies as promulgated in the *NETS-A Technology Standards for School Administrators* (Technology Standards for School Administrators Collaborative, 2002, available online at http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2002Standards/NETS_for_Administrators_2002_Standards.htm), focusing on role specific technology leadership tasks of the SUPERINTENDENT.

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.
Course Goals:

The course is intended to assist students in developing competencies in the area of technology leadership included in the TSSA. 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 superintendent.

Required Text For EACS 6693:

There is no required text. Required readings are included in the Online Content Area.

Logistical Requirements:

One of the requirements involves collecting information about curricular and instructional integration of technology in a school district. Students are responsible for establishing necessary contacts to gather the information. A student may use his/her employing district to complete the project. Students MAY collaborate in collecting data, but each student must individually report the results of data collection.
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 Requirements:

1. Complete the required readings as indicated on the course schedule (and posted on the calendar in the course Content Area). The readings are available full text in the Content Area. 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 a *District Technology Review*. 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 (TSSA Standards IV and VI)*. The final product will be a PowerPoint presentation.

4. Complete a final examination. The final product will be a written response to an instructor prompt.

More complete descriptions of these projects are included in the EACS 6693 Content Area. All completed assignments should be submitted to the instructor electronically via email attachment: maiden@ou.edu.

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:

The *District Technology Review* and final examination will each be weighted at 30 percent of the final grade, while the *Research Project* will constitute 40 percent of the grade. The formula used to calculate grades will be as follows:

\[
G = (DTR \times .3) + (RP \times .4) + (FE \times .3)
\]

Where

\[
G = \text{the final numerical grade in the course};
\]
DTR = the District Technology Review score;  
TPF = the Research Project score; 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

Course Readings, in Chronological Order:


