EAD824 Technology & Leadership Practices for Program Improvement  
Educational Leadership Department  
Eastern Kentucky University, College of Education  
(Master Syllabus Template)

A. DEPARTMENT & CREDITS: Educational Leadership: Three (3) Credits

- Professor’s Information:
  - Name:
  - Email:
  - Office Phone:
  - Web:

B. COURSE DESCRIPTION: This is web-enhanced course designed to introduce the student to research relative to the integration of technology into K-12 school systems and to help students understand and apply research-based, best practices, in K-12 technology integration initiatives. The study of assessment, improvement, and application of computer technology and effective leadership practices in education will be addressed. The major goal of this course is for each student to leave with an increased ability to effectively and efficiently implement and use technology in the school and classroom. Basic legal and ethical issues related to educational technology will also be introduced and discussed. Students will initiate their program ePortfolio in this course.

C. TEXT:

D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:

- Course Objectives:
  1. Identify major obstacles to implementing technology.
  2. Summarize major research findings and trends related to the use of technology in education to support integration.
  3. Discuss current trends in educational technology.
  4. Develop a general vision for technology in a school setting and/or other learning environment.
  5. Define and provide examples of data-driven decision making.
  6. Retrieve and interpret district- or school-level data from online sources.
  7. Identify innovative uses of technology at the district, school, and classroom levels.
  8. Develop an effective MS PowerPoint® presentation.
  9. Understand and demonstrate intermediate and advanced MS Word® features.
 10. Understand and demonstrate intermediate and advanced MS Excel® features.
 11. Understand and demonstrate intermediate and advanced MS Outlook® features.
 12. Design an effective course, unit of instruction, or student activity using an open source online learning management system.
 13. Evaluate classmates’ course, unit of instruction, or student activity.
 14. Develop a website using an open source web development system.
 15. Evaluate classmates’ website.
 16. Identify potential dangers of student Internet use.
 17. Examine possible methods of preventing such dangers through software, hardware, and teaching methods.
 18. Examine appropriate technology resources to promote safe and healthy use of technology.
 19. Analyze a school Internet Acceptable Use Policy and Web Page Policy.
 20. Identify and discuss the need for web accessibility.
 21. Discuss the legal requirements for web accessibility.
22. Define ethics and their need in the current information society.
23. Analyze the need for technology-related ethics in schools.
24. Understand and apply copyright and fair use guidelines to the educational setting.
25. Initiate individual program ePortfolio

- **Required Activities/Topics:** The following activities/topics are required to be addressed by all faculty teaching this course.
  1. Set-up and configure ePortfolio
  2. Introduction to MUNUS
  3. Introduction to STI
  4. Introduction to KETS
  5. Introduction to Technology Standards (Teacher and Administrator)
  6. Mobile communications devices
  7. Develop a website (Required ePortfolio entry)
  8. Analyze/Critique a school or district technology plan (Required ePortfolio entry)
  9. Complete course reflection. (Required ePortfolio entry)

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**E. PROFESSIONAL EDUCATION PROGRAM MODEL:**

<table>
<thead>
<tr>
<th>EKU Professional Education Model:</th>
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<td>Effective Educators as Effective People</td>
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**EKU Professional Education Slogan:**

*To teach, to learn, to help others teach and learn.*

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**F. COURSE REQUIREMENTS & GRADING SCALE:**

- **Requirements:**
- **Grading Scale:**
  - 90% - 100% = A
  - 80% - 89.9% = B
  - 70% - 79.9% = C
  - 60% - 69.9% = D
  - < 60% = F

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**G. ADDITIONAL REQUIREMENTS:**

**H. COURSE OUTLINE:**

**I. EVALUATION METHOD:**

**J. STUDENT PROGRESS:**
K. ATTENDANCE POLICY:

L. DISABILITIES STATEMENT: If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make and individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

M. LAST DAY TO DROP: See course catalogue.

N. PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

- Common Elements of All Professional Education Course Syllabi:
  - FIELD EXPERIENCES: When appropriate: Observation in public schools.
  - METACOGNITION SKILLS: Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
  - COMMUNICATION SKILLS: Communication skills will be displayed through speaking, writing, and class experience.
  - RESEARCH SKILLS/ INDEPENDENT LEARNING: Students will be required to demonstrate research and independent learning skills specified by the instructor.
  - PLANNING SKILLS: Time management skills are needed in order to participate effectively in Educational Research.
  - TECHNOLOGY: All products/reports must be word processed and all presentation will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.
  - PROFESSIONAL/SOCIAL SKILLS: Students will interact with college instructors, peers, cooperating teachers, and schools.
  - TEAMING/COLLABORATION: Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.
  - CONTINUOUS AUTHENTIC ASSESSMENT: Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.
  - DIVERSITY: Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.
  - INCLUSION/EXCEPTIONALITIES: Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course.