**Course Number:** EDA 6271

**Course Title:** Technology and Educational Leadership  
(Educational Management Systems)

**Number of Credit Hours:** 3

**Term:** Summer 2009

**Day and Time:** Online

**Location:** Online

**Course Web Site:** [http://blackboard.unf.edu](http://blackboard.unf.edu) (password required)

**Professor:** Dr. Terence Cavanaugh

  - **Office:** 57/3412
  - **Office Hours:** By Appointment – please call or email
  - **Telephone:** office 904.620.3875
  - **Email Address:** t.cavanaugh@unf.edu
  - **Online:** [www.unf.edu/~tcavanau](http://www.unf.edu/~tcavanau)  
  [www.drscavanaugh.org](http://www.drscavanaugh.org)

**Required Texts/ Resources**

[http://www.educause.edu/content.asp?page_id=5989&bhcp=1](http://www.educause.edu/content.asp?page_id=5989&bhcp=1) or through the class' blackboard course space. **ISBN-10:** 0967285321


**Course Description**

In concurrence with the COEHS conceptual framework, this course will focus on the development of knowledge, skills, and dispositions essential to effective professional practice in educational leadership. Educational Management Systems is a course designed to be an introduction to computerized systems for the management of the educational system, with an emphasis on basic microcomputer applications. The goal of the course is to develop knowledge and understanding of the appropriate application of technology in the teaching and learning process and in the management of educational programs.

Educational Management Systems is a hands-on course requiring several project-based products that enable students to demonstrate the effective use of software-based applications as well as hardware. In addition, students will analyze the technology needs of an organization and create a plan in which implementation of both short- and long-range technology plans for the organization will be considered. This activity will include, where appropriate, knowledge of professional standards of organizations, societies, and associations appropriate to work situations of individual class members, especially as they relate to leadership in the area of technology. Beyond basic competencies, coursework will be individualized to the extent possible based on the skill level and needs of the students enrolled.

**Distance Learning**

This course will be delivered though distance learning. Distance learning, if you are new to it, is an exciting and very different learning situation from the classroom. It is important for you to realize that is takes a good amount of self-discipline to keep up. If you keep up I’m sure that you will do well

The course internal e-mail is for communication between class members and will use the e-mail address that you supply in your personal setting. If wish to contact the instructor or send in assignments you should e-mail them to my main mail address: tcavanau@unf.edu. Be sure to include **EDA6271** in the subject of your message. You do not have to use the e-mail that is initially listed,
you may change the listing to one of your choice and then continue to use your own e-mail. Please note that I often send email to your UNF account (n00000000@unf.edu) so it is important that you have your UNF email account set to forward your mail to the account that you do wish to use.

The discussion board/forum is an important component of the class. It is required that you participate with the discussion/forum topics and provide not only your own information but also comment/reply to others. All of your assignments and your main section to work out of is the Course Material section. Make sure that you check weekly to see if any new material has been added.

**Course Goals**

The College of Education and Human Services at the University of North Florida is committed to the preparation of classroom teachers, counselors and other educational leaders who support quality education in their learning communities. The goal of the course is to develop knowledge, skills, and dispositions regarding the appropriate application of technology in the teaching and learning process, in educational leadership, and in the management of educational programs.

**Diversity Considerations**

The institutional priorities of the University of North Florida include that UNF will be recognized for its commitment to equal educational opportunity, cultural diversity, and ethical values. The content, the learning activities, and the environment provided during this course will be guided by that priority. The programs and issues discussed in this class relate to services offered to all students in schools, regardless of gender, ethnicity, socio-economic status, or special needs. When exploring the individual topics that make up the content of this course, special attention will be given to how services can be provided in a manner equitable to all.

Every effort will be made to provide accommodations for individuals with special needs including ESE/ESOL considerations.

Students with disabilities may request classroom accommodations by contacting the Disabled Services Program in Honors Hall, Building 10, Room 1201, or by calling (904) 620-2769 (V/TDD).

**Technology Considerations**

This course is a web-enhanced course, meaning that there will be some material provided and some tasks assigned that will require access to the Blackboard course site via the Internet. Students must have access to a computer that will enable them to access the Internet. In addition, students will be expected to use appropriate technology in the preparation of their assignments and to be able to send and receive email communications to and from the professor and fellow students. Files can also be saved using the Digital Dropbox feature of the Blackboard course site. If you use the campus labs you should bring a jump drive or other storage device so that the work completed in the lab can be saved. _Files saved on campus lab computers are deleted daily._

**Course Objectives**

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<thead>
<tr>
<th>Course Objective</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Disposition</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Upon successful completion of this course the student will:</td>
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<tr>
<td>1. Demonstrate knowledge and the use of various computer hardware and related technologies appropriate to the management of a school*</td>
<td>X</td>
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<tr>
<td>2. Demonstrate knowledge and the use of various types of software for assisting in the management of a school*</td>
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<tr>
<td>3. Demonstrate knowledge and the use of various computer hardware and related technologies appropriate to the instructional program of a school*</td>
<td>X</td>
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<tr>
<td>4. Demonstrate knowledge and the use of various types of computer software and related technologies for supporting the instructional program of the school*</td>
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<td>5. Demonstrate knowledge of planning and management procedures and policies for the appropriate use of technological resources to serve the mission of the school*</td>
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<tr>
<td>6. Demonstrate knowledge of common computer and related technological applications*</td>
<td>X</td>
<td>X</td>
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<td>7. Identify gender &amp; diversity issues related to technology in education</td>
<td>X</td>
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<td>8. Demonstrate knowledge of adaptive technology devices for individuals with special needs</td>
<td>X</td>
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<td>9. Demonstrate skill in the use of technology for materials preparation, presentations, record keeping, computation, communication, information / data collection and management, and the effective use of the Internet</td>
<td>X</td>
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10. Demonstrate an understanding of legal issues, including copyright issues, related to educational technology  X

11. Demonstrate an understanding of the importance of ethical practice in the use of technology  X X

12. Demonstrate knowledge and understanding of administrative policies and procedures that promote appropriate utilization of technology by school personnel  X X X

13. Demonstrate familiarity with appropriate professional standards related to educational leadership and technology  X X X

*FELE Technology Competency

National Educational Technology Standards for Administrators.

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.

Educational leaders:
A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
D. use data in making leadership decisions.
E. advocate for research-based effective practices in use of technology.
F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. LEARNING AND TEACHING—Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:
A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision making, and problem-solving skills.
E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE—Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:
A. model the routine, intentional, and effective use of technology.
B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
D. engage in sustained, job-related professional learning using technology resources.
E. maintain awareness of emerging technologies and their potential uses in education.
F. use technology to advance organizational improvement.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS—Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:
A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
B. implement and use integrated technology-based management and operations systems.
C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. ASSESSMENT AND EVALUATION—Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:
A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.

B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.

D. use technology to assess, evaluate, and manage administrative and operational systems.

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.

Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.

B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

C. promote and enforce privacy, security, and online safety related to the use of technology.

D. promote and enforce environmentally safe and healthy practices in the use of technology.

E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Course Assignments, Expectations and Grading Procedures

Course Requirements:

· Attendance and participation including demonstrated familiarity with assigned readings / handouts for each class and completion of assignments and tests at the designated times including weekly log-in to the Blackboard course site for announcements, Internet-based activities, and asynchronous discussions.

· Completion of application tasks / products (see standards reference boxes)

· Completion of three journal article reports (see standards reference boxes)

· Completion of class and Internet-based assignments and activities, quizzes and examinations

GRADING PROCEDURES

The final grade in EDA 6217 will be determined based upon all of the following:

· Attendance and participation including demonstrated familiarity with assigned readings and handouts for each class. Attendance will be taken at each class meeting. The grade of A will be awarded only to students who complete all assignments and who miss no more than one class session, barring extraordinary circumstances.

· Participation in and completion of assignments posted on the Blackboard course site.

· Acceptable and timely completion of assignments and application tasks/products or completion of your learning contract agreement. Application tasks/products are scored according to criteria stated in the standards references boxes. “Perfection” is not expected on all of these projects/assignments, but serious attempts and corrective efforts are expected.

· You are NOT expected to master all of the applications presented. You ARE expected to be able to navigate within each application, know how each can be used to enhance instruction, know how each can be used to enhance leadership, know how you can use the applications to model and enhance technology integration in education or your place of work.

Course Policies and Guidelines

UNF registration, grading, and academic progress policies may be found on pages 18 – 20 of the 2005 – 2006 Graduate Catalog, and are also available at: http://www.unf.edu/unfinfo/catalogs/grad/current/RegGradAcadProg.pdf

College of Education and Human Services Policies Apply to all courses.

Instructor Policies:

Attendance: Class sessions are carefully planned and important material (presentations, discussions, group activities, or handouts) will be covered at each session. Attendance at all class meetings is expected and attendance is taken at every session. If you are absent from class, you do not need to notify the instructor. However, you are responsible for obtaining class notes, handouts, and instructions about assignments from another class member. Students who miss in-class quizzes will not be able to take them at a later date. Please make every effort to be in class on time. Tardiness is disruptive to the class and limits your ability to participate in discussions and activities. Class attendance and participation will be considered in grading. The grade of A will be awarded only to students who complete all
Due Dates: Assignments are due on the dates noted. Completion of all assignments is expected during the week indicated, and must be submitted by the first class meeting of the following week. Assignments submitted after the due dates are considered late, and a 10% reduction in grade will occur for each class day the assignment is late. No late work is accepted after 2 sessions beyond the due date, or after the course is over, without prior arrangement with the instructor.

Testing: Students are expected to take examinations at the scheduled day and time. Please notify me in advance if an examination is scheduled on a day on which you may have a conflict. Students who miss in-class quizzes will not be able to take them at a later date.

Use of UNF designated e-mail accounts for students: the university and/or the instructor will send messages to you via your Osprey email account. Please be certain that the university and the instructor have the email address at which you prefer to receive email. You may forward your UNF Osprey email by following directions provided at the following URL:

http://www.unf.edu/dept/its/ospaccts/

Academic Integrity: “The University of North Florida authorizes any instructor who finds evidence of cheating, plagiarism, or other wrongful behavior that violates the University of North Florida Academic Integrity Code to take appropriate action and so inform the student. Possible action includes but is not limited to failing the person on the work in question, failing the person for the course, notifying the appropriate academic Dean or Vice President for Student Affairs, and requesting additional action be taken” (UNF Graduate Catalog, 2005-2006, p. 24). Additional information may be found in the 2005 – 2006 Graduate Catalog, pages 21 – 24, or at:

http://www.unf.edu/unfinfo/catalogs/grad/current/StuRecRightsResp.pdf

Bibliography


Resources On Line

Agency for Instructional Technology  http://www.ait.net
Center for Technology and Teacher Education  http://www.teacherlink.org
Center for Children and Technology  http://www.edc.org/CCT/
T.H.E. Journal (Technology Horizons in Education Online Journal)  http://www.thejournal.com
International Society for Technology in Education (ISTE)  http://cnets.iste.org/
Technology Standards for School Administrators (TSSA)  http://cnets.iste.org/tssa
ISTE curriculum and Content Area Standards  http://Cnets.iste.org/currstands/
Preparing Tomorrow's Teachers to use Technology (PT3)  http://www.pt3.org

APPENDIX A

IMPORTANT COLLEGE AND UNIVERSITY POLICIES

(Graduate Students)

1. **Americans with Disabilities Act (ADA) Policy.** The College of Education and Human Services complies with ADA requirements in making reasonable accommodations for qualified students with disabilities. Students desiring reasonable accommodations should contact the UNF Office of Disabled Services (Honors Hall 1201; telephone: 904/620-2769) and are encouraged to inform the instructor as early in the semester as possible regarding desired accommodations.

Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first
In order to protect the integrity of the teaching, learning, and evaluation process, the University of North Florida expects all members of the academic community to respect the principle of academic freedom, and to behave with academic integrity. Briefly stated, academic misconduct shall consist of any attempt to misrepresent one’s performance on any exercise submitted for evaluation. The primary responsibility for insuring adherence to the principle of academic integrity rests with students and faculty. Any infraction which comes to
Violations of Academic Integrity

Violations of the principle include, but are not limited to:

- **Cheating**: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

- **Fabrication & Falsification**: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.

- **Multiple Submissions**: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.

- **Plagiarism**: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., is common knowledge.

- **Abuse of Academic Materials**: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.

- **Complicity in Academic Dishonesty**: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Possible Faculty Actions in a Case of Suspected Academic Misconduct

- academic counseling or referral to the appropriate support service (e.g., referral to Personal Counseling and Career Development);
- reprimand (oral or written);
- a grade of F or reduction of grade on the specific piece of work;
- a grade of F or reduction of grade in the course;
- referral of the charges to the dean/director of the academic unit in which the student is enrolled if the faculty member deems the offense so serious as to warrant a more stringent penalty than those listed above.

Reference


Terence W. Cavanaugh Ph. D. Quick Links Science and SF Resources BlackBoard @ UNF eBooks in Education Course Syllabi Research Unit Assessment System. Fall 2012.Â In Cleborn D. Maddux (Ed.), Research Highlights in Technology and Teacher Education 2012, p175-180 (Cavanaugh, T., Lamkin, M., & Hu, H., 2012) Chesapeake, VA: Association for the Advancement of Computing in Education (AACE)/Society for Information Technology in Teacher Education (SITE). A case study of the use of class maps in online graduate education. Terence Cavanaugh Ph.D. Home Page. I am an instructor at the University of South Florida in Tampa, as a member of the Secondary Education Instructional Technology program. Here I instruct undergraduates and graduates in instructional/educational technology and science methods. Additionally I am coordinator for the Graduate Certificates in Instructional Technology program. Along with general university instruction I work with FCIT presenting workshops and working with Professional Development Schools, such as Pasco County's T. Weightman Middle School, and Tampa's King High. Cavanaugh’s Termite & Pest Services has been a family-owned and operated company since 1943. We offer residential and commercial pest control solutions to rid your property pests, rodents & much more.Â Cavanaugh’s Professional Termite and Pest Services has been a family-owned and operated company since 1943. We offer residential and commercial pest control solutions to rid your property from ants, termites, spiders, rats, mice, fleas and much more. Staffed by dedicated, trained professionals, you can rest assured our company strives for your 100% satisfaction.