



**ETEC 579: Administration of Media Technology Programs
COURSE SYLLABUS: Fall, 2015**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, Mass.: Harvard University Press.

ISBN: 0-674-00602-X

Schrum, L. (2011). *Considerations on educational technology integration: The best of JRTE*. United States: International Society for Technology in Education.

ISBN: 978-1-56484-300-5 (1st ed.)

Textbook Highly Recommended:

Publication manual of the American Psychological Association. (6th ed.). (2009). Washington, DC: American Psychological Association

ISBN-10: 1433805618; **ISBN-13:** 978-1433805615

Textbook Optional:

Schmidt, William D., & Rieck, Donald A. (2000). *Managing media services [computer file]: theory and practice*. (2nd ed.). Englewood, CO: Libraries Unlimited, Inc.

ISBN: 1-56308-530-5 (2nd ed.); access ONLINE TEXT via TAMU-C Library

(For Library Certification students only)

American Library Association (1988) *Information power: Building partnerships for learning*. Chicago, IL: Author.

Course Description: An examination of the theories, practices, and competencies required for effective administration of educational technology programs. Examines supervision and organization of media and equipment holdings. Covers management techniques as they apply to learning resources in educational, business, and industrial settings.

Student Learning Outcomes:

1. The learner will be an active, engaged participant within the learning community through contributions of relevant questions and value-added responses in the Virtual Classroom, threaded discussions, and peer reviews of student created projects.
2. The learner will demonstrate an understating of the basic issues involved in the administration of media technology programs.
3. The learner will demonstrate an understating of the need to plan for the implementation and integration of technology.
4. The learner will articulate a clearly defined goal, means, and justification for a technology project.
5. The learner will articulate a clear, concise letter of intent for a grant application.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Required Weekly Check-ins - 10%: Two days per module: four days per week minimum. A critical aspect contributing to student success in online courses is the facilitation of an active learning community. In order to interact and participate in ongoing and evolving dialogue, post and respond to questions, contribute to the knowledge base, and remain aware of class dynamics, students must login regularly and be active participants in the class. Regardless of current assignments or activities, every student **MUST** login to the course a minimum of four (4) separate days each academic week: two days in the first part of the week (Monday-Thursday) and two days in the second part (Friday-Sunday). These logins should be utilized as an opportunity to check announcements and threads in the various forums in the Virtual Classroom for valuable information and opportunities to contribute. The courseware automatically tracks all student access.

Discussions – 40%: Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a critical component of this course. Discussions typically cover content included in the textbooks or assigned readings provided through supplemental course resources. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and replies. Prompts will be available well in advance of the deadline. Please post early so that others may reply. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. **Be advised:** *There's no grace on the grace period.*

Technology Grant Proposal Project – 50%: The general purpose of this proposal project is to outline a project to be grant funded and provide for the creation of a technology facility or enhancement at a school district, business, or other entity, subject to approval by the instructor. Peer-review activities are built-in to the

project. The project will consist of three (3) primary components: the Purpose Statement, Brief and formal Multimedia Presentation.

- **Purpose Statement Activity** – 15%: Each student must write a purpose statement identifying the intended goal of their grant application. Each student will provide feedback on other students’ statements to help clarify and focus the wording and apparent intent of the purpose statement. The format and details of this activity will be forthcoming.]
- **Brief** – 15%: Each student will create a clear, concise, one-page proposal brief for a technology grant. The final product must be a maximum of one page in length and of sufficient quality to submit to a funding entity as a pre-proposal for funding consideration or a Letter of Intent to confirm the organization's intent to submit a full proposal in response to a future grant Request for Proposal (RFP) or Request for Application (RFA). Note: This is NOT a full grant proposal. The details of the proposal project will be provided in the project guidelines. Any citations (not recommended) made must be in accordance with APA 5 style. Also, see “Scholarly Expectations” below.
- **Multimedia Presentation** – 20%: Each student will use Jing, Camtasia, or similar application, to create a five (5) minute (maximum) multimedia presentation of their grant proposal. In this presentation, students must provide a clear description of their project and make the case as to why the project should be supported and funded. The presentation must contain audio and visual content appropriate to the support the message (i.e. Powerpoint, Prezi, etc.).

Timely submission of assignments: Assignments MUST be completed and submitted by the designated due dates, in the designated location. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Further, late project submissions may be rejected at the instructor’s discretion. When a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken “out of the loop” if necessary to ensure the forward progress of the class.

Grading

Required Weekly Check-ins	10%	A 90-100%
Discussions	40%	B 80-89%
Technology Grant Proposal Project	50%	C 70-79%
		D 60-69%
		F 59% or less

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, “students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of ‘X’ (incomplete) in all courses in which they were maintaining passing grades.” The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

ETEC ePORTFOLIO (Educational Technology-Leadership ETLD Majors)

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program are now required to submit an electronic portfolio prior to graduation. Students pursuing the MS/MEd degree in Educational Technology Library Science (ETLS) are strongly encouraged to develop an eportfolio of their work throughout the program as it will benefit the student in obtaining a position in Library or Media Services, and it may become a program requirement in the near future. This requirement does not pertain to students taking ETEC courses as an elective for other programs, including those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in the ETEC program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to collect artifacts throughout the course and appropriately select which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

For **ETEC 579**, the required artifacts are all three components of the **Technology Grant Proposal Project**: Purpose Statement, Proposal Brief, and Multimedia Presentation

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamuc.edu for more information about the program's portfolio requirement.

TECHNOLOGY REQUIREMENTS

This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must have access to a computer with the capability, and sufficient user authorization, to install and run the required software.

Required Software:

Microsoft Word & Excel

Multimedia development tools

Auxiliary Hardware/Accessories:

Computer Microphone (required, built-into most modern webcams) Video Webcam (highly recommended)

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: <http://online.tamuc.org/>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly (4 days per week minimum). Special announcements or instructions may also be placed in the announcements area or sent directly to your Leo email.

COMMUNICATION AND SUPPORT

Interaction with the Instructor

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the class content, the syllabus and a FAQ List is provided within the eCollege environment and may already provide the answer you seek. If you have a question or comment that would typically be asked aloud in a traditional classroom environment, please do so in the Q&A Forum in the Virtual Classroom so that others might benefit from and even participate in the exchange. If it's not something of general interest to others in the course, my Virtual Office is a better choice. Personal content involving grades, progress, etc. should be addressed with me via private e-mail: MaryJo.Dondlinger@tamuc.edu Of course, if you'd like to meet up for a face-to-face visit, just let me know and we'll set-up a time to meet at my office, or in the ETEC Advanced Lab if needed.

eCollege Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

Other Questions/Concerns

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course

enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism.

Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate.

Web resources for reference regarding what constitutes plagiarism and how to avoid it include:

- <http://www.plagiarism.org/>
- <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Any works referenced should be properly cited in accordance with APA 6th edition style.

Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities.

Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Timeliness

Because a 7-week term goes by quickly, assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of

their value at 10 days past due.) Most assignments require peer review, which involves making a draft available prior to the submission date. Neglecting to provide meaningful feedback to peers and/or failing to make an assignment available for peer review will **each** result in 10% reduction in value (20% for both). You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. Also plan ahead if there is a chance you might lose power, Internet access, or your available technology.

Time Commitment

In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 7-week instruction schedule, which cuts the number of weeks in half, thereby doubling the weekly time expectation. An understanding of this expectation can help serve as a gauge for you of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

Average expected time spent on class or class related work.	Minimum expected average time based on 3:1 time ratio.	Maximum expected average time based on 4:1 time ratio.
"In" class per class week	5 hours	5 hours
"Outside" class per class week	15 hours	20 hours
TOTAL Weekly Expectation	20 hours	25 hours
TOTAL Term Expectation	140 hours	175 hours

University Specific Procedures:

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 7-week schedule, we'll be completing the full-semester equivalent of 2-weeks of work each week. To make this easier to manage, the following course schedule is detailed in half weeks. Please note that the first half of the week runs from Monday through Thursday and the second half runs from Friday through Sunday, except for the last week of class, which ends on **Friday, October 11**. If you typically have more time for your class work on the weekend, look ahead and try to accomplish some of the work coming up in the first half of the week rather than falling behind by completing the first half work the following weekend.

Week/Date	Class Activities	Due Dates
1.1 Mon-Thurs 11/2-11/5	Familiarize yourself with the courseware and follow the initial instructions provided in the eCollege.	By Thurs
	Introductions: post an introduction with photo for class roster in the Introductions forum in Week 1.1	By Thurs
1.2 Fri-Sun 11/6-11/8	Welcome a few of your classmates to the course by replying to their introductions in the Introductions forum.	Post 3-5 replies by Sun
	Begin Purpose Statement activity.	Due in Week 2
	Reading: "The Scourge of Technolust"	By Sun
2.1 Mon-Thurs 11/9-11/12	Discussion 2.1: "The Scourge of Technolust"	Make initial post by Tues; replies to 3-5 classmates' posts by Thurs
	Purpose Statement: post first draft of technology grant proposal purpose statement	Post draft in the Purpose Statement Forum (under Course Home) by Thurs
	Reading: Introduction to <i>Oversold and Underused</i>	By Thurs
2.2 Fri-Sun 11/13-11/15	Purpose Statement: Post peer feedback on Purpose Statement to each member of your group.	By Sun
	Discussion 2.2: <i>Reforming Schools Through New Technology</i>	Initial post by Sat; replies to 3-5 classmates by Sun
	Reading: Chapter 1 in <i>Oversold and Underused</i>	By Sun
3.1 Mon11/16- 11/19-Thurs	Refine Purpose Statement based on feedback from peer review.	Post finalized purpose statement as reply to initial first draft by Thurs.
	Discussion 3.1: <i>Factors to Consider for Educational Technology Implementation</i>	Initial post by Tues; replies to 3-5 classmates by Thurs
	Reading: Chapter 2, 3, or 4 (select one based on your area of focus) in <i>Oversold and Underused</i>	By Thurs
3.2 Fri-Sun	Review guidelines for Technology Grant Proposal Brief and begin draft.	Due in Week 4

11/20-11/22	Discussion 3.2: <i>Additional Factors to Consider</i>	Initial post by Sat; replies to 3-5 classmates by Sun
	Reading: Chapters 5 and 6 in <i>Oversold and Underused</i>	By Sun

Week/Date	Class Activities	Due Dates
4.1 Mon-Thurs 11/23-11/26	Complete first draft of Technology Grant Proposal Brief	Post draft to Proposal Brief Forum by Thurs.
	Discussion 4.1: <i>Are Computers Worth the Investment?</i>	Initial post by Tues; replies to 3-5 classmates by Thurs
	Reading: Introduction and Chapter 1 of <i>Considerations on Ed Tech Integration</i>	By Thurs
4.2 Fri-Sun 11/27-11/29	Complete peer evaluations of Brief drafts	Post peer evaluations by Thurs
	Discussion 4.2: <i>Have I Considered Everything in My Brief?</i>	Initial post by Sat; replies to 3-5 classmates by Sun
	Reading: Chapter 6 in <i>Considerations on Ed Tech Integration</i>	By Sun
5.1 Mon-Thurs 11/30-12/3	Finalize Technology Grant Proposal Brief	Post final Proposal Brief by Thurs.
	Discussion 5.1: <i>Teacher Technology Use</i>	Initial post by Tues; replies to 3-5 classmates by Thurs
	Reading: Chapter 4 in <i>Considerations on Ed Tech Integration</i>	By Thurs,
5.2 Fri-Sun 12/4-12/6	Begin Multimedia Presentation activity.	Due in Week 7
	Discussion 5.2: <i>Technology Integration and National Standards</i>	Initial post by Sat; replies to 3-5 classmates by Sun
6.1 Mon-Thurs 12/7-12/10	Continue work on Multimedia Presentation	Due in Week 7
	Discussion 6.1: <i>Free Multimedia Tools and Applications</i>	Initial post by Tues;; replies to 3-5 classmates by Thurs
	Reading: Identify a question that you still have about technology integration and select an article from <i>Considerations on Ed Tech Integration</i> or another source that could provide an answer or insight.	By Thurs
6.2 Fri-Sun 12/11-12/13	Continue work on Multimedia Presentation	Due in Week 7
	Discussion 6.2: <i>Questions We Still Need to Answer</i>	Initial post by Sat; replies to 3-5 classmates by Sun
7.1 Mon-Fri 12/14-12/18	Complete Multimedia Presentation .	Post presentation to Multimedia Presentation forum by Mon
	Peer feedback on Multimedia Presentation	Provide feedback to 4-5 peers on their Multimedia Presentations by Wed.
	Discussion 7.1: <i>I Used to Think . . . Now I Think . . .</i>	Initial post by Tues, 12/9; replies to 3-5 classmates by Thurs
	Post revised Multimedia Presentation	By Fri