



ETEC 579: Implementation of Media Technology Programs COURSE SYLLABUS – Summer 1 2022

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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

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

Discussions – 50%: 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 4-6 posts: one initial response to the discussion prompt, followed by 3-5 responses to

other students' posts and replies. Prompts will be available well in advance of the deadline. Please post on time 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:** 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.
- **Brief:** 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:** Each student will use a multi-media application (such as Jing, Camtasia, iMovie, etc) 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 and be uploaded to the web for viewing (through YouTube, Vimeo, or other video sharing platform).
- **Peer Reviews of Grant Proposal Project:** Each component of the grant proposal project will have a peer-review activity accompanying it. To earn credit for participating in peer review, students must post their project component by the deadline for peer review. Partial credit is awarded for posting within 24 hours of the deadline. No credit for participation can be earned if the project is not posted within 24 hours of the deadline. Students also must post reviews of their assigned peers by the deadline. Partial credit is awarded for posting reviews within 24 hours of the deadline. No credit will be awarded if reviews are not posted within 24 hours of the deadline.

Grading

Discussions	50%	A 90-100% B 80-89% C 70-79%
Technology Grant Proposal Project	50%	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

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program **and** the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, or to those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in ETEC and LIS programs 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

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter

any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with the Instructor

The instructor is available via a variety of avenues. If you have a general question about the syllabus, class content, or anything that you would typically ask aloud in a traditional classroom environment, please do so in the Q&A Forum so that others might benefit from and participate in the exchange. If it's not something of general interest to others in the course, or involves personal concerns (i.e. grades, progress, etc.), send me via private e-mail. I check my TAMUC email daily during the week; emails sent via D2L go to this address. If you have a pressing concern on the weekend, please send it to my gmail address. You may also call or text me. If you'd like to meet for a face-to-face visit, just let me know and we'll set-up a time to meet in Commerce or in the DFW area.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Specific Procedures

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. Additionally, 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.) Many assignments involve peer review, which involves posting the assignment prior to or by the submission date. 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.

COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 5-week schedule, we'll be completing the full-semester equivalent of 3-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. 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	Assignments Due/Deadlines
1.1 Mon-Thurs 6/6-6/9	Familiarize yourself with the courseware and follow the initial instructions provided in the online course. Begin identifying the focus and scope of your Technology Grant Proposal Project. Reading: "The Scourge of Technolust" posted in the course materials for Week 1: Part 2	Post introductions with photo by Tues. Welcome a few of your classmates to the course in the Introductions forum by Thurs.
1.2 Fri-Sun 6/10-6/12	Begin Purpose Statement activity. Discussion 1.2 on "The Scourge of Technolust" Reading: Introduction to <i>Oversold and Underused</i>	Begin drafting Purpose Statement. Complete Discussion 1.2, initial post by Sat; 3-5 replies to classmates' posts by Sun.
2.1 Mon-Thurs 6/13-6/16	First draft of Purpose Statement Feedback on Purpose Statement Discussion 2.1 on "Reforming Schools through New Technology" Reading: Chapter 1 in <i>Oversold and Underused</i>	Post first draft of Purpose Statement to Purpose Statement Forum by Tues. Post peer feedback on Purpose Statement to each member of your group by Thurs Complete Discussion 2.1, initial post by Tues; 3-5 replies by Thurs.
2.2 Fri-Sun 6/17-6/19	Refine Purpose Statement based on feedback from peer review. Reading: Chapter 2, 3, or 4 (select one based on your area of focus) in <i>Oversold and Underused</i> Discussion 2.2: <i>Factors to consider for ed tech implementation</i>	Post finalized purpose statement as reply to initial first draft by Sun. Complete Discussion 2.2, initial post by Sat; 3-5 replies to classmates' posts by Sun.
3.1 Mon-Thurs 6/20-6/23	Review guidelines for Technology Grant Proposal Brief and begin draft. Reading: Chapters 5 and 6 in <i>Oversold and Underused</i> Discussion 3.1: <i>Additional factors to consider</i>	Begin authoring Technology Grant Proposal Brief. Complete Discussion 3.1, initial post by Tues; 3-5 replies by Thurs.
3.2 Fri-Sun 6/24-6/26	Complete first draft of Technology Grant Proposal Brief Reading: Introduction and Chapter 1 of <i>Considerations on Ed Tech Integration</i> Discussion 3.2: <i>Are computers worth the investment?</i>	Submit 1st draft of Proposal Brief to Proposal Brief Forum by Sun. Complete Discussion 3.2, initial post by Sat; 3-5 replies to classmates' posts by Sun.

Week/Date	Class Activities	Assignments Due/Deadlines
4.1 Mon-Thurs 6/27-6/30	Complete peer evaluations of Brief drafts Reading: Chapter 6 in <i>Considerations on Ed Tech Integration</i> Discussion 4.1: <i>Tech Integration from 2005-2010</i> .	Post peer evaluations by Tues. Complete Discussion 4.1, initial post by Tues; 3-5 replies by Thurs.
4.2 Fri-Sun 7/1-7/3	Finalize Technology Grant Proposal Brief Reading Chapter 4 in <i>Considerations on Ed Tech Integration</i> Begin Multimedia Presentation activity. Discussion 4.2: <i>Teacher use of technology</i>	Submit completed Proposal Brief by Fri. Complete Discussion 4.2 initial post by Sat; 3-5 replies to classmates' posts by Sun.
5.1 Mon-Thurs 7/4-7/7	Complete Multimedia Presentation creation. Discussion 5.1: <i>Technology integration and national standards</i>	Complete Discussion 5.1, initial post by Tues; 3-5 replies by Thurs. Submit Multimedia Presentation by Mon; provide feedback on 3 peers' presentations by Wed.