



ETEC 579: Administration of Media Technology Programs COURSE SYLLABUS -- Fall 2026

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Preferred Form of Communication: email

Communication Response Time: within 24 hrs weekdays; 36 hrs weekends

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 (EDTE) 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

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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 call or text me.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 an 8-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.

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 8-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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

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>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 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.

AI use policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 8-week schedule, we'll be completing the full-semester equivalent of 2-weeks of work each week. Please note that the week runs from Monday through Sunday, except for the last week of class, which ends on **Friday, Week 8**. 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 it the following weekend.

Week	Class Activities	Due Dates
1 10/19-25	Introductions: post an introduction with photo for class roster in the Introductions forum in Week 1.1	By Tues
	Welcome a few of your classmates to the course by replying to their introductions in the Introductions forum.	By Thurs
	Reading: “Best Use of Teacher Time in a Connected World”	By Thurs
	Begin Purpose Statement activity	Due in Week 2
	Discussion 1: “Best Use of Teacher Time in a Connected World”	Initial post by Fri; replies to 3-5 classmates by Sun
2 10/26-11/1	Discussion 2.1: 5 Whys	Initial post by Tues; replies to 3-5 classmates by Thurs
	Purpose Statement: post first draft of technology grant proposal purpose statement	Post draft by Thurs
	Reading: Introduction to <i>Oversold and Underused</i>	By Thurs
	Discussion 2.2: <i>Reforming Schools Through New Technology</i>	Initial post by Fri; replies to 3-5 classmates by Sun
	Purpose Statement: Post peer feedback on Purpose Statement to each member of your group.	By Sun
	Reading: Chapter 1 in <i>Oversold and Underused</i>	By Sun
3 11/2-8	Discussion 3.1: <i>Factors to Consider for Educational Technology Implementation</i>	Initial post by Tues; replies to 3-5 classmates by Thurs
	Refine Purpose Statement based on feedback from peer review.	Post final purpose statement by Thurs.
	Review guidelines for Technology Grant Proposal Brief and begin draft.	Due in Week 4
	Reading: Chapter 2, 3, or 4 (select one based on your area of focus) in <i>Oversold and Underused</i>	By Thurs
	Discussion 3.2: <i>Additional Factors to Consider</i>	Initial post by Fri; replies to 3-5 classmates by Sun
	Reading: Chapters 5 and 6 in <i>Oversold and Underused</i>	By Sun

Week	Class Activities	Due Dates
4 11/9-15	Discussion 4.1: <i>Are Computers Worth the Investment?</i>	Initial post by Tues; replies to 3-5 classmates by Thurs
	Complete first draft of Technology Grant Proposal Brief	Post draft by Thurs.
	Reading: Introduction and Chapter 1 of <i>Considerations on Ed Tech Integration</i>	By Thurs
	Discussion 4.2: <i>Tech Integration from 2005-2010</i>	Initial post by Fri; replies to 3-5 classmates by Sun
	Complete peer evaluations of Brief drafts	Post peer reviews by Sun
	Reading: Chapter 6 in <i>Considerations on Ed Tech Integration</i>	By Sun
5 11/16-22	Discussion 5.1: <i>Teacher Technology Use</i>	Initial post by Tues; replies to 3-5 classmates by Thurs
	Finalize Technology Grant Proposal Brief	Post final Proposal Brief by Thurs.
	Reading: Chapter 4 in <i>Considerations on Ed Tech Integration</i>	By Thurs,
	Discussion 5.2: <i>Technology Integration and National Standards</i>	Initial post by Fri; replies to 3-5 classmates by Sun
	Begin Multimedia Presentation activity.	Due in Week 7
6 11/23-29	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: Eportfolio Guidelines & Expectations	By Thurs
	Discussion 6.2: <i>Where Will You Place Your Grant Proposal Project?</i>	Initial post by Fri; replies to 3-5 classmates by Sun
7 11/30-12/6	Complete Multimedia Presentation .	Post presentation by Tues
	Peer feedback on Multimedia Presentation	Provide feedback to 4-5 peers on their Multimedia Presentations by Fri
	Post revised Multimedia Presentation	By Sun
8 12/7-11	Discussion 7.1: <i>I Used to Think . . . Now I Think . . .</i>	Initial post by Tues; replies to 3-5 classmates by Thurs