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Office Hours: Virtual Daily  
Office Phone: 903-886-5520 (Ed Leadership Dept) or 972-880-7824 (cell, preferred)  
Office Fax: 903-886-5507  
University Email Address: MaryJo.Dondlinger@tamuc.edu or mjdon@tamu.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

**ISBN:** 0-674-00602-X

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

Textbook Highly Recommended:

Washington, DC: American Psychological Association  
**ISBN-10:** 1433805618  
**ISBN-13:** 978-1433805615

Textbook Optional:

**ISBN:** 1-56308-530-5 (2nd ed.)  
ON-LINE TEXT: (access via TAMU-C Library Website).

*For Library Certification students only*  
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.

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
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Instructional / Methods / Activities Assessments

Required Weekly Check-ins - 5%: 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.

Class Activities - 10%: All students must be active participants in all aspects of class activities and within the virtual course environment. All interaction must be conducted in a professional and respectful manner and model best practices of netiquette. Activity grade is based on participation in activities outside of those counted in the Check-ins, Discussions, and Project categories. This category includes introductions, photo post, self-assessments, peer reviews, and other activities that may be assigned during the course of the semester.

Discussions – 35%: 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**

<table>
<thead>
<tr>
<th>Required Weekly Check-ins</th>
<th>5%</th>
<th>A 90-100%</th>
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<tbody>
<tr>
<td>Class Activities</td>
<td>10%</td>
<td>B 80-89%</td>
</tr>
<tr>
<td>Discussions</td>
<td>35%</td>
<td>C 70-79%</td>
</tr>
<tr>
<td>Technology Grant Proposal Project</td>
<td>50%</td>
<td>D 60-69%</td>
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<td>F 59% or less</td>
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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.

<table>
<thead>
<tr>
<th>ETEC ePORTFOLIO (Educational Technology-Leadership ETLD Majors)</th>
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<tbody>
<tr>
<td>Majors in the Educational Technology-Leadership (ETLD) degree program (not Library Science - ETLS) are required to submit an electronic portfolio that provides evidence of one’s knowledge, skills and abilities of the technological competencies developed in the program. The ePortfolio replaces the traditional written comprehensive qualifying examination requirement. Satisfactory completion of the ePortfolio is a requirement for graduation eligibility. The portfolio will be submitted at the end of the student’s program of study for evaluation. Each core course has identified one or more artifacts as such evidence. Required artifacts from this course include the Technology Grant Proposal Brief and the Video Presentation (downloadable video file or link to your on-line video on the Screencast, or other, server). Newly admitted majors in the ETLD program should contact Dr. Mary Jo Dondlinger 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 <a href="mailto:MaryJo.Dondlinger@tamu-commerce.edu">MaryJo.Dondlinger@tamu-commerce.edu</a> for more information about the program’s portfolio requirement.</td>
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<tr>
<th>TECHNOLOGY REQUIREMENTS</th>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Required Software:</strong></td>
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<tr>
<td>Microsoft Word &amp; Excel</td>
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<td>Multimedia development tools</td>
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<tr>
<td><strong>Auxiliary Hardware/Accessories:</strong></td>
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<tr>
<td>Computer Microphone (required, built-into most modern webcams) Video Webcam (highly recommended)</td>
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<tr>
<th>ACCESS AND NAVIGATION</th>
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<tbody>
<tr>
<td>This course will be facilitated using eCollege, the Learning Management System used by Texas A&amp;M University-Commerce. To get started with the course, go to: <a href="https://leo.tamuc.edu/login.aspx">https://leo.tamuc.edu/login.aspx</a>.</td>
</tr>
<tr>
<td>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: <a href="http://online.tamuc.org/">http://online.tamuc.org/</a></td>
</tr>
<tr>
<td>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 <a href="mailto:helpdesk@tamu-commerce.edu">helpdesk@tamu-commerce.edu</a>.</td>
</tr>
<tr>
<td>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</td>
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</tbody>
</table>
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 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.

<table>
<thead>
<tr>
<th></th>
<th>Minimum expected average time based on 3:1 time ratio.</th>
<th>Maximum expected average time based on 4:1 time ratio.</th>
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<tbody>
<tr>
<td>“In” class per class week</td>
<td>5 hours</td>
<td>5 hours</td>
</tr>
<tr>
<td>“Outside” class per class week</td>
<td>15 hours</td>
<td>20 hours</td>
</tr>
<tr>
<td>TOTAL Weekly Expectation</td>
<td>20 hours</td>
<td>25 hours</td>
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<tr>
<td>TOTAL Term Expectation</td>
<td>140 hours</td>
<td>175 hours</td>
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**University Specific Procedures:**

**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  
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).

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**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. 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.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Class Activities</th>
<th>Assignments Due/Deadlines</th>
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<tbody>
<tr>
<td>1.1 Mon 8/27 thru Thurs 8/30</td>
<td>Class begins Aug 27. 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.</td>
<td>On-line introductions with photo for class roster. Complete Introductory Self-Assessment</td>
</tr>
<tr>
<td>1.2 Fri 8/31 thru Sun 9/2</td>
<td>Begin Purpose Statement activity. Read “The Scourge of Technolust” posted in the course materials for Week 1: Part 2</td>
<td>Begin drafting Purpose Statement Welcome a few of your classmates to the course in the Introductions forum</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Class Activities</td>
<td>Assignments Due/Deadlines</td>
</tr>
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<tr>
<td>2.1 Mon 9/3 thru Thurs 9/6</td>
<td>Discussion on “The Scourge of Technolust” First draft of purpose statement Reading: Introduction to <em>Oversold and Underused</em></td>
<td>Complete Discussion posts, initial post required by midnight Tues, 9/4. Post first draft of purpose statement to Purpose Statement Forum by Thurs, 9/6</td>
</tr>
<tr>
<td>2.2 Fri 9/7 thru Sun 9/9</td>
<td>Feedback on Purpose Statement Discussion on Intro to <em>Oversold and Underused</em> Reading: Chapter 1 in <em>Oversold and Underused</em></td>
<td>Post peer feedback on Purpose Statement to each member of your group. Complete discussion posts on <em>Reforming Schools Through New Technology</em></td>
</tr>
<tr>
<td>3.1 Mon 9/10 thru Thurs 9/13</td>
<td>Refine Purpose Statement based on feedback from peer review. Reading: Chapter 2, 3, or 4 (select one based on your area of focus) in <em>Oversold and Underused</em></td>
<td>Post finalized purpose statement as reply to initial first draft by Thurs. Complete discussion posts on <em>Factors to Consider for Educational Technology Implementation</em></td>
</tr>
<tr>
<td>3.2 Fri 9/14 thru Sun 9/16</td>
<td>Review guidelines for Technology Grant Proposal Brief and begin draft. Reading: Chapters 5 and 6 in <em>Oversold and Underused</em></td>
<td>Begin authoring Technology Grant Proposal Brief Complete discussion on <em>Additional Factors to Consider</em></td>
</tr>
<tr>
<td>4.1 Mon 9/17 thru Thurs 9/20</td>
<td>Complete first draft of Technology Grant Proposal Brief Reading: Introduction and Chapter 1 of <em>Considerations on Ed Tech Integration</em></td>
<td>Submit 1st draft of Proposal Brief to Proposal Brief Forum by midnight, Thursday. Complete discussion posts on <em>Are Computers Worth the Investment?</em></td>
</tr>
<tr>
<td>4.2 Fri 9/21 thru Sun 9/23</td>
<td>Complete peer evaluations of Brief drafts Reading: Chapter 6 in <em>Considerations on Ed Tech Integration</em></td>
<td>Post peer evaluations before midnight, Thursday. Complete discussion on <em>Have I Considered Everything in My Brief?</em></td>
</tr>
<tr>
<td>5.1 Mon 9/24 thru Thurs 9/27</td>
<td>Finalize Technology Grant Proposal Brief Reading Chapter 4 in <em>Considerations on Ed Tech Integration</em></td>
<td>Submit completed Proposal Brief by midnight Thursday. Complete discussion on <em>Teacher Technology Use</em></td>
</tr>
<tr>
<td>5.2 Fri 9/28 thru Sun 9/30</td>
<td>Begin Multimedia Presentation activity. Complete the Doodle on your availability in Week 6: Part 1.</td>
<td>Complete discussion on <em>Technology Integration and National Standards</em></td>
</tr>
<tr>
<td>6.1 Mon 10/1 thru Thurs 10/4</td>
<td>Begin Multimedia Presentation activity. Attend one QFT session in ClassLive</td>
<td>Complete discussion on <em>Free Multimedia Tools and Applications</em></td>
</tr>
<tr>
<td>6.2 Fri 10/5 thru Sun 10/7</td>
<td>Multimedia Presentation creation continues. Reading: Identify one question from the QFT that you participated in and select an article from <em>Considerations on Ed Tech Integration</em> or another source that could provide an answer or insight.</td>
<td>Complete discussion on <em>Questions We Still Need to Answer</em></td>
</tr>
<tr>
<td>7.1 Mon 10/8 thru Thurs 10/11</td>
<td>Complete Multimedia Presentation creation. Continue discussion on <em>Questions We Still Need to Answer</em></td>
<td>Submit Multimedia Presentation</td>
</tr>
<tr>
<td>7.2 Fri 10/12 thru Sun 10/14</td>
<td>Peer evaluation of Multimedia Presentation</td>
<td>Submit evaluations of assigned Multimedia Presentations</td>
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