



ETEC 579: Administration of Media Technology Programs COURSE SYLLABUS: Fall, 2011

Instructor: Jason Lee Davis, PhD – Associate Professor & ETEC Coord.

Office Location: Main Campus - Young Education North, 106

Office Hours: [Instructor Schedule](#) (see *Faculty WebPage*)

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Faculty WebPage URL: <http://www.JDavis.us/> or <http://faculty.tamu-commerce.edu/jdavis/>

Class WebPage URL: <http://faculty.tamu-commerce.edu/jdavis1/etec/579/118/>

Courseware URL: <http://online.tamuc.org/>



COURSE INFORMATION

Delivery format: Online, Web-based. No required physical meetings.

Semester Credit Hours: 3 SCH

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required (either access to free on-line holding via Gee Library or optional purchase):

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.)

- *ON-LINE TEXT:* (access via [TAMU-C Library Website](#)).

Purchase of hardcopy is OPTIONAL

Note: This text is out of print; however, used copies are commonly available online.

Textbook Highly Recommended:

Publication manual of the American Psychological Association. (5th ed.). (2001). Washington, DC: American Psychological Association

ISBN: 1-55798-791-2 (paperback)

Note: 6th edition may also be used, although it has not been officially adopted by the Department of Educational Leadership.

Textbook Optional: (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 Activities / Methods / Activities Assessments

Participation/Discussion Activities - 25%: All students must be active participants in all aspects of class activities. In on-line courses, attendance is equated to the demonstration of an active presence in the virtual course environment. An active presence may be shown through participation in, and contributions to, on-line class discussions and the Virtual Classroom. All interaction must be conducted in a professional and respectful manner and model best practices of netiquette. Regardless of current assignments or activities, students are required to login on a minimum of three (3) days per week, to check for announcements and/or assignment updates. A prudent student may well find themselves connecting to the course on a daily basis. The courseware automatically tracks all student access. Activity grade will be based on participation in activities outside of those counted in the Quizzes and Project categories and required number of weekly logins.

Quizzes – 25%: Quizzes from the class text(s) and other information will be administered. Quizzes may cover content included in the textbooks or assigned readings, presented/discussed in the virtual classroom, provided through supplemental course resources, or other related activities and content. Answer keys are automatically released after the quiz deadline; therefore, quizzes **CAN NOT BE REOPENED** after the deadline and **MAKEUP QUIZZES ARE NOT AVAILABLE**. Quizzes will be available well in advance of the deadline; so, don't wait until the last minute and risk missing a quiz due to technical difficulties or unforeseen circumstances.

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 Video 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.
- **Video Presentation – 20%:** Each student will use Jing, Camtasia, or similar application, to create a five (5) minute (maximum) video presentation of their grant proposal. In this video you must provide a clear description of your project and make the case as to why your project should be supported and funded. The video must contain your audio presentation and visual content appropriate to the support the conveyance of your presentation (i.e. Powerpoint slides).

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.

Make-up and extra credit assignments: No make-up or extra credit assignments are available in this course. Credit is earned exclusively by completing the required activities, as assigned, without exception.

Grading

Participation/Discussion Activities:	25%	A	90-100%
Quizzes:	25%	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 TAMU-C Student Guidebook outlining the rules and procedures of the University, the mark of "X" may be assigned to "students who, because of circumstances beyond their control, are unable to attend classes during or after review week" and "were maintaining passing grades." Since all graded assignments in this course are due prior to review week (the next-to-last week of the semester), **the mark of "X" is not valid in this course and cannot be assigned.**

ETEC ePORTFOLIO (Educational Technology-Leadership ETLD Majors ONLY)

Majors in the Educational Technology-Leadership (ETLD) degree program (not Library Science - ETLs) are required to submit an electronic portfolio which evidences 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. Leah Wickersham, 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 Leah.Wickersham@tamu-commerce.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.

Required Software:

Microsoft Word
[Jing](#) (free version)

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.tamu-commerce.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@tamu-commerce.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 (3 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, a FAQ List is provided within the eCollege environment and may already provide the answer you seek. If you have a question or comment of the nature that would presented in a traditional classroom environment, please do so 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: Jason.Davis@tamu-commerce.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 5th or 6th edition style.

Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. Students are expected to utilize computer attack skills, be active problem solvers, and embrace challenges as positive learning opportunities.

Late Work

Projects and assignments **MUST** be completed and 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.) 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. 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. If there is a chance you might lose power, Internet access, or your available technology fail at the last minute, plan ahead.

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. This applies to online and web-enhanced courses just as it does to a tradition course when determining the total expectation of time that should be spent on a particular course per week, or day in the case of summer or sub-term semester courses. The activities in this course are based on a 15-week instruction schedule. An understanding of this expectation can help serve as a gauge for you to determine a range 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	2hr. 30min.	2hr. 30min.
"Outside" class per class week	7hr. 30min.	10hr. 00min.
TOTAL Weekly Expectation	10hr. 00min.	12hr. 30min.
TOTAL Term Expectation	150hr. 00min.	187hr. 30min.

Attendance

All students must be active participants in class activities. In on-line courses, attendance is equated to the demonstration of an active, regular presence in the virtual course environment and appropriate progress toward timely assignment completion. An active presence may be shown through participation in, and contributions to, synchronous or asynchronous class discussions and the course Q&A forum. Students are required to access the online course no less than three days per week to check for announcements, updates, and opportunities for active participation. Emergencies and unforeseen circumstances do occur. If an extended situation arises during the course of the semester that prevents you being able to perform to a level allowing you to earn the grade you desire, it may likely be in your best interest to drop the course and re-enroll later. If you're planning an extended vacation during the semester and will be unable to participate as required, this will not be the time for you to take this class. Go ahead, drop the class, enjoy your vacation, and re-enroll in a semester in which you are ready to dedicate the time and effort necessary to be successful in your studies. Bottom line... Graduate studies require significant effort and dedication. Either you're all in, or you need to step back until you're ready and able to rise to the challenge.

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, Room 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct/Citizenship

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

The following course schedule is maintained on our class public website at:

<http://faculty.tamu-commerce.edu/jdavis1/ETEC/579/118/>

Date		Class Activities	Assignments Due/Deadlines
Week	beginning Monday,...		Days are for the week indicated in the first column.
1	Aug 29	Familiarize yourself with the courseware and follow the initial instructions provided in the online course. Begin determining the focus and organizational scope of your Technology Grant Proposal Project.	On-line introductions with photo for class roster. Note: Purchase of <i>Managing Media Services...</i> text recommended. If you are using the electronic, on-line version of this textbook, be sure to "browse" the book rather than use the "check-out" feature.
2	Sept 5	Begin Purpose Statement activity.	Complete Intro Quiz Activity before midnight, Thursday.
3	Sept 12	review Chapter 1 - Managing Media Services	Post first draft of purpose statement to Purpose Statement Forum by Tuesday @ midnight Complete Quiz Activity #1 before midnight, Thursday.
4	Sept 19	Purpose Statement activities continue – Class Feedback for Clarifying and Focusing Purpose Statement. review Chapter 2 - Philosophical Perspectives	Post purpose statement peer feedback as reply to initial post - ongoing throughout week - initial feedback by Tuesday @ midnight. Complete Quiz Activity #2 before midnight, Thursday. Fri.-Sat., Sept 23-24 - 6th Annual Cotton Belt Railroad Symposium @TAMU-C, Rayburn Student Center (participation or attendance counts toward doctoral residency)
5	Sept 26	Purpose Statement activities continue – Class Feedback for Clarifying and Focusing Purpose Statement. review Chapter 3 - Planning Media Service Programs	Post purpose statement peer feedback as reply to initial post - ongoing throughout week Complete Quiz Activity #3 before midnight, Thursday.
6	Oct 3	Complete Purpose Statement activity. review Chapter 4 - Management Basics	Post finalized purpose statement as reply to initial first draft post by Tuesday @ midnight. Identify final draft as such in post. Complete Quiz Activity #4 before midnight, Thursday.
7	Oct 10	Begin draft of Technology Grant Proposal Brief per guidelines.	Begin authoring Technology Grant Proposal Brief Friday, Oct. 14 - Community College Conference (participation or attendance counts toward doctoral residency)
8	Oct 17	First draft of Technology Grant Proposal Brief to be uploaded to designated location in Doc Sharing. Begin Peer Evaluations of Proposal Brief drafts.	Upload 1st draft of Proposal Brief to designated location in Doc Sharing by Tuesday @ midnight. Proposal Drafts MAY BE REJECTED if posted after Thursday @ midnight. Retrieve your three assigned Proposal Briefs

		review Chapter 5 - Managing Media Materials Services	for evaluation. Complete Quiz Activity #5 before midnight, Thursday. TAMU-C Homecoming Week
9	Oct 24	Peer evaluations of Brief drafts conclude. review Chapter 6 - Managing Media Equipment Services	Upload evaluated Briefs to designated location in Doc Sharing by Tuesday @ midnight. Retrieve your evaluated Briefs from your two evaluators from Doc Sharing. Complete Quiz Activity #6 before midnight, Thursday.
10	Oct 31	Finalize Technology Grant Proposal Brief - Make appropriate revisions to Brief based on peer feedback. review Chapter 7 - Managing Media Development Services	Upload completed Proposal Brief to designated location in Doc Sharing by Tuesday @ midnight. Proposal Briefs MAY BE REJECTED if posted after Thursday @ midnight. Complete Quiz Activity #7 before midnight, Thursday. Thursday, Nov. 3 - Drop Deadline for full-term courses.
11	Nov 7	Begin Video Presentation activity.	Install Jing or appropriate, comparable application and make sure you can use it this week.
12	Nov 14	Video Presentation creation continues. review Chapter 8 - Computers and the Media Center	
13	Nov 21	Video Presentation creation continues.	Thanksgiving Holiday begins at noon, Wednesday.
14	Nov 28	Complete Video Presentation creation. review Chapter 9 - Managing Technological Change (for more on the topic of Technological Change, take ETEC 588)	Upload Video Presentation to Doc Sharing or link to video on Screencast to designated location by Tuesday @ midnight. Friday, Dec. 2 - Last day to withdraw from full-term courses.
15	Dec 5	Video Presentation Peer evaluations.	Upload evaluations of assigned Video Presentations to designated location by Tuesday @ midnight.
16	Dec 12	THE END	Everything else not previously submitted is due before Tuesday @ midnight.
	Saturday, Dec 17	COMMENCEMENT	Congratulations Graduates!!!

Note: All times indicated are local time in the Central Time Zone.

Red - Purpose Statement activity
 Purple - Grant Proposal Brief activity
 Blue - Video Presentation activity
 Green - Chapter/Quiz Activities

Schedule Rev. 08/21/2011