



MIDWESTERN STATE UNIVERSITY **A Member of the Texas Tech University System**

Course Syllabus: Advanced Technology Integration

Gordon T. & Ellen West College of Education

ETEC 4003-X20

Spring 2026 - January 20 – May 15, 2026

Contact Information

Instructor: Mrs. Angie Bullard

Office: Bridwell 210

Office Phone: 940-397-4136

E-mail: angela.bullard@msutexas.edu

Office hours:

Tuesday 10:00 am – 11:15 am

Wednesday 10:00 am – 12:30 pm

Thursday 10:00 am – 11:15 am

*Other times available by request

Instructor Response Policy

The most reliable way to reach me is via email. I make every effort to respond within 24 hours. At most, you can expect a reply within 48 hours (or two business days). Messages sent over the weekend will be answered on the following Monday.

Course Description

This course prepares undergraduate students to use suites of digital media and communication tools that support the development of technological pedagogical content knowledge. Students will develop learning experiences that incorporate new technologies that are developed in collaboration with methods courses instructors, or other instructors between the courses.

Course Objective/Learning Outcomes/Course Competencies

Students demonstrate a basic level of technological pedagogical content knowledge through creating student-centered, technology-rich lessons, assessments, and parent communication (CAEP Standard 1) 1 Students design, implement, create and participate in digital learning and teaching experiences in the classroom and for professional development (CAEP Standard 2) Students demonstrate knowledge and can

model through their teaching content decisions the legal and ethical implications of digital citizenship • ISTE Standards Technology Required All students must have Internet access and the following technology applications: Google docs and Word Processing software See Appendix A for a complete list of standards, competencies, and other expectations.

Textbook & Instructional Materials

Textbook – None

Materials – Online resources, readings, supplementary reading material. Numerous links will be provided within the course.

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Programs](#)

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

AI / Chat GPT

Artificial intelligence (AI) can be a valuable tool in academic writing, offering support with brainstorming, organization, and clarity; however, it must be used ethically, accurately, and responsibly.

In a collegiate environment, all students are expected to demonstrate academic integrity and develop their own voice in writing. Since writing, analytical, and critical thinking skills are central to the learning outcomes of this course, all writing assignments must be prepared by the student. Developing strong competencies in these areas will prepare you for success in a competitive workplace.

While AI tools serve as helpful resources to guide learning and improve communication, they should never replace a student's own original work. Copying and pasting directly from AI tools or submitting AI-generated content as your own constitutes plagiarism and will not be tolerated. If AI is used, its use must be disclosed

within the assignment. Ultimately, academic work should reflect your own thinking and writing.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

| Assignments | Points |
|--------------------------------|--------|
| Participation | 200 |
| Projects / Portfolio Artifacts | 100 |
| Weekly Activities | 500 |
| Google I Exam | 100 |
| Google II Exam | 100 |
| Total Points | 1000 |

Table 2: Total points for final grade.

| Grade | Points |
|-------|---------------|
| A | 900 to 1000 |
| B | 800 to 899 |
| C | 700 to 799 |
| D | 600 to 699 |
| F | Less than 600 |

Homework

There will be weekly technology assignments in this course that will build your understanding of technology. Details for each assignment will be provided in D2L. Key Assessments, Mid-Term and Final Exam

There is no Mid-Term exam. You will have a final exam that will be submitted to TK20 as a key assessment. You cannot pass this class without submission of your key assessment requirements.

Late Work

10% off per day per assignment (including Saturday and Sunday). So, if the assignment is worth 100 points, the maximum score is 90 for submission one day late, 80 for submission two days, 70 for submission three days late, etc. Late work will not be accepted for discussion boards or quizzes! If there is an issue, contact me BEFORE the

assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used.

Quizzes

There will not be any quizzes in this class, only the key assessment exams.

Projects Required

One of the three key assessments is a technology portfolio. This website will be built throughout the course, with the final submission graded as a key assessment in TK20.

Mid-Term Exam

There is no midterm exam, however, you are required to take the Google Level I and Level II exams. If the vouchers have been received, Google Level I exam will be taken around the middle of the semester. If the vouchers have not been received by mid-semester, both exams will be taken at the end of the course.

Final Exam

There is no final exam, however, you are required to take the Google Level I and Level II exams. Google Level II will be taken at the end of semester. Both exams are considered key assessments.

Extra Credit

There are no extra credit opportunities in this course.

Late Work

Late work can be accepted, however there is a 10% reduction in the overall grade per day per assignment (including Saturday and Sunday). So, if the assignment is worth 100 points, the maximum score is 90 for submission one day late, 80 for submission two days, 70 for submission three days late, etc. Late work will not be accepted for discussion boards or quizzes! If there is an issue, contact me BEFORE the assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used. If you have an emergency, please don't hesitate to contact me to discuss options.

Note: Late work will not be accepted for full credit unless arrangements are made by the student and approved in advance by the instructor.

Make Up Work/Tests

Make-up work and tests will be reviewed on a case-by-case basis.

Important Dates

- Last day for term schedule changes: 1/23/26 Check due date on [Academic Calendar](#).
- Deadline to file for graduation: 2/16/26 Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" 4/29/26 Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Students are expected to log into D2L at least 3 times per week. This demonstrates that the student is dependable, reliable, and responsible. Students are also expected to participate in all class activities and discussions each week. If a student fails to log in each week, this is considered evidence of a lack of dependability, and is taken seriously. It is the student's responsibility to make up for any missed assignments. Discussion boards cannot be made up.

Instructor Class Policies

Expectations for written work:

Correct grammar, punctuation, and spelling are expected on all written assignments (web discussions are not held to the high standard of a research project or other written assignment).

Written assignments should be:

- Done in Microsoft Word and turned in as an attachment in Dropbox on D2L or
- Converted to a PDF and turned in as an attachment in Dropbox on D2L.
- Discussions (if applicable) should be completed within the D2L discussion space and NOT uploaded as an attachment.

Other than the above, there are no specific class policies for this class other than the attendance, participation, assignment submissions, and completion of key assessments.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

.

College Policies

[*Campus Carry Rules/Policies - Refer to: Campus Carry Rules and Policies*](#)

[*Smoking/Tobacco Policy*](#)

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

[*Alcohol and Drug Policy*](#)

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

| Event | Time | Day | Decision |
|---|---------|---|----------------------------------|
| Inclement weather occurs during regular work/class day | 3:30 PM | Day of inclement weather | Cancel classes/events after 5 PM |
| Overnight inclement weather expected | 8 PM | Day before inclement weather | Close campus or delay opening |
| Delay called the day before but change to closure due to the extent of weather impact | 6:15 AM | Day of delay | Close campus |
| No cancellation or delay decision made the night before | 5:30 AM | Day after no decision made the night before | Close campus or delay opening |

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

| Activity | Recommendation |
|--------------------------------|--|
| Face-to-face or hybrid courses | Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus. |
| Online courses | Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L. |
| Graded assessments | If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure. |

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting: Laura Hetrick, Title IX Coordinator, Sunwatcher Village Clubhouse. **940-397-4213, laura.hetrick@msutexas.edu**

You may also file an online report 24/7 on the [Sexual Misconduct Report Form](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Sexual Misconduct Resource Page](#).

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

| Week # | Monday Date | Assignments | Due Dates |
|--------|-------------|--|-----------|
| 1 | 1/19 | Discussion Board <i>Technology Assignment 1</i> - Introduction Assignment Student Survey | 1/25 |
| 2 | 1/26 | Technology Assignment 2 | 2/1 |
| 3 | 2/2 | Technology Assignment 3 | 2/8 |
| 4 | 2/9 | Technology Assignment 4 | 2/15 |
| 5 | 2/16 | Technology Assignment 5 | 2/22 |
| 6 | 2/23 | Technology Assignment 6 | 3/1 |
| 7 | 3/2 | Technology Assignment 7 | 3/8 |
| 8 | 3/9 | Spring Break | |
| 9 | 3/16 | Technology Assignment 8 - Google Certification Exam 1 | 3/22 |
| 10 | 3/23 | Technology Assignment 9 | 3/29 |
| 11 | 3/30 | Technology Assignment 10 | 4/5 |
| 12 | 4/6 | Technology Assignment 11 | 4/12 |
| 13 | 4/13 | Technology Assignment 12 | 4/19 |
| 14 | 4/20 | Technology Assignment 13 | 4/26 |
| 15 | 4/27 | Technology Assignment 14 | 5/3 |
| 16 | 5/4 | Study Google Certification Exam II | |

| Week # | Monday Date | Assignments | Due Dates |
|-------------|-------------|------------------------------|-----------|
| Finals Week | 5/11 | Google Certification Exam II | 5/10/26 |

***Important note:** Due dates are on Sundays. New weeks begin on Mondays.

Disclaimer Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately. All assignments are due on Tuesday by 11:59pm.

References/Scientifically-Based Research/Additional Readings:

Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.

International Society for Technology in Education [ISTE]. (2018). ISTE Standards Teachers. Retrieved from https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Appendix A: Standards/Competencies/Course Objectives

WCOE Standards

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

1. Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences -understand individual differences to ensure learning environments that enable each learner to meet high standards.
3. Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Assignment Matrix

| Assignment | Course Objectives - (CO #) | WCOE Standard (WCOE #) EC-6 Competency (EC6C #) |
|--|----------------------------|---|
| Intro Technology Assignment | CO #1,10 | WCOE #1,4,5 EC6C #1,3,4,6 Applicable Teks/Tech Standards |
| TEK Technology Assignment | CO #1,3,10 | WCOE #1,4,5,6,8 EC6C #1,6 Applicable Teks/Tech Standards |
| Lesson Planning Activity with Technology Integration | CO #1 | WCOE #1,4,5, EC6C #1,2,3,4,5,6 Applicable Teks/Tech Standards |
| Vertical Aligned Assessment | CO #2,4,5,7,8,10 | WCOE #1,2,4,5,7,8, EC6C #1,2,6 Applicable Teks/Tech Standards |
| Virtual Field Trip Assignment | CO #2,4,5,7,8 | WCOE #1,2,4,5,6,7,8,10 EC6C #1,2,3,4,5,6 Applicable Teks/Tech Standards TT #1-6 |
| Google Assignments & Exams | | |

| Assignment | Course Objectives - (CO #) | WCOE Standard (WCOE #) EC-6 Competency (EC6C #) |
|--|----------------------------|---|
| | | PPR-All |
| Data Analysis using Technology | CO #3,8,10 | WCOE #4,6,8 EC6C #1,2,3,4,5,6 |
| Differentiation with Technology Integration Assignment | CO #1,2,5,6,8 | WCOE #1,4,5 EC6C #1,2,6 Applicable Teks/Tech Standards |
| Gamification in the Classroom Assignment | CO #1,3,4,6,9 | WCOE #1,2,3,5,7,8,9,10 EC6C #1,2,6 |
| Fraction Breakout Assignment | CO #1,3,4,10 | WCOE #2,4,5,6,10 EC6C #1,2,6 Applicable Teks/Tech Standards |
| Final Exam | CO #1,2,3 | WCOE #1,2,3,4,5,7,8,10 |

ISTE Educator Standards:

Empowered Professional

2.1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

2.1.a. Set professional learning goals to apply teaching practices made possible by technology, explore promising innovations, and reflect on their effectiveness.

2.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.

2.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.2. Leader

Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

2.2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

2.2.b. Advocate for access to technology, high-quality digital content, and learning opportunities to meet the needs of all students.

2.2.c. Model for colleagues the identification, experimentation, evaluation, curation and adoption of new digital resources and tools for learning.

2.3. Citizen

Teachers inspire students to positively contribute and responsibly participate in the digital world. Educators:

- 2.3.a. Create experiences for learners to make positive, socially responsible contributions and build communities online.
- 2.3.b. Foster digital literacy by encouraging curiosity, reflection, and the critical evaluation of digital resources.
- 2.3.c. Mentor students in safe, legal, and ethical practices with digital tools and content.
- 2.3.d. Model and promote management of personal data, digital identity, and protection of student data.