

EDMD 3300
Instructional Technology for Educators
Auburn University- College of Education
Educational Foundations, Leadership, and Technology Department
Syllabus 2013

Class Time: Thursdays, 9:30 am to 12:15 am

Location: Haley 3442

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by appointment

1. **Course Number:** EDMD 3300
Course Title: Instructional Technology for Educators
Credit Hours: 2 credit/ 3 hours (Lecture/ Lab)
Prerequisite: None
2. **Date Syllabus Prepared:** August 2013
3. **Text (Optional):**
Lever-Duffy, J. & McDonald, J. (2011). *Teaching and learning with technology* (4th ed.).
Boston; Pearson.

Earphones are required.

Technology. Students will be using an iPad and a variety of software packages throughout the course. Each of the pieces of software is available in the LRC.

4. **Course Description:**
Basics of current and emerging instructional and communication technologies with primary emphasis on curricular integration. Location, selection, and application of technology resources (Internet, commercially authored software, apps etc.) for curricular needs with emphasis on developmental stages, learning styles, and learning taxonomies.
5. **Course Objectives:**
In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are in bold font in this list. These indicators pertain to “Teaching and Learning,” “Literacy,” “Technology,” and “Ethics.”

(**Note:** Bolded state objectives have been assigned for final program assessment to EDMD 3300. All objectives are assessed and/or evaluated as they contribute to various projects, tests or activities within EDMD 3300.)

Content Knowledge:

Academic Disciplines (1)(c)1.

- (ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

Teaching and Learning:

Human Development (2)(c)1.

- (iv) Knowledge of developmentally appropriate instructional and management strategies

Organization and Management (2)(c)2.

- (i) Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.
- (v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.**
- (vi) Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.
- (viii) Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.
- (ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

Instructional Strategies (2)(c)4.

- (i) Knowledge of research and theory underpinning effective teaching and learning.
- (v) Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.

Assessment(2)(c)5.

- (ii) Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

Literacy

Oral and Written Communication (3)(c)1.

- (i) Knowledge of standard oral and written communications.
- (iii) Knowledge of media communication technologies that enrich learning opportunities.**
- (iv) Ability to model appropriate oral and written communications

Technology (3)(c)4.

- (i) Knowledge of available and emerging technologies that support the learning of all students.**

- (ii) **Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.**
- (iii) Ability to integrate technology into the teaching of all content areas.
- (iv) Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
- (v) Ability to use technology to assess student progress and manage records.
- (vi) Ability to evaluate students' technology proficiency and students' technology-based products within content areas.

Learning Styles (4)(c)4.

- (iii) **Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners**

Professionalism(5)(c)1.

- (x) Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

Continuous, Lifelong Professional Learning(5)(c)2.

- (iv) Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.

Ethics(5)(c)5.

- (ii) **Knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.**
- (iv) Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

6. Course Requirements:

- Successfully complete all assignments and class activities.
- Successfully master a final test covering concepts from the lectures.
- Actively participate in all individual/ group projects.
- Attend each scheduled class meeting as well as participate in activities and discussions in an active and collegial fashion.

Note: Please be aware that the university has the expectation that for each credit hour a course is worth, students should spend between **3 and 3½** total hours per week on that course. So, for EDMD 3300 (a 2 credit hour course) students should expect to spend **6-7 hrs** per week working on assignments, studying for tests and completing other activities for the class. These numbers are true for a regular semester-long class that does not include a lab component. For classes that have lab components, such as EDMD 3300, the lab work is in addition to the in-class work. As a rule, the 6-7 hr expectation is an

“average” expectation. Some weeks, the time required will be lighter than others. Some weeks, it will be heavier. Also, some students may require a fewer number of hours spent in class preparation. This University expectation can be found in the online Tiger Cub, section 1:

12. TYPICAL WORKLOAD

In general, a credit hour during an academic-year semester should correspond to a total student effort of approximately 3-3.5 hours of total work per week (including in and out of class time) related to the associated course. For example, a student taking 15 credit hours in an academic-year semester (as opposed to a summer term) would correspond to a total workload of 45-53 hours of work per week for the typical student.

(<http://www.auburn.edu/tigercub/rules/section1.pdf> - page 4)

7. Course Content:

Date	Topic	Tutorial	Assignment
<i>Week 1</i> (Aug. 22)	Self-Introduction/ Syllabus Review	My Story	
<i>Week 2</i> (Aug. 29)	21 st century learners	Voicethread	- Article reading
<i>Week 3</i> (Sep. 5)	Meaningful learning with technology	Photostory/iMovie	- Article reading - Voicethread (10 pt)
<i>Week 4</i> (Sep. 12)	Designing and planning technology-enhanced instruction (I)	Jing	- Article reading - Photo Story (20 pt)
<i>Week 5</i> (Sep. 19)	Designing and planning technology-enhanced instruction (II)	Podcast	- Podcast (10 pt)
<i>Week 6</i> (Sep. 26)	Assistive Technology	Interactive White Board	- Article reading
<i>Week 7</i> (Oct. 3)	Cyberbullying	Educreations	- Educreations (10 pt)
<i>Week 8</i> (Oct. 10)	Digital citizenship	Active Learning Classroom	- Lesson plan critique (15 pt) - Article reading
<i>Week 9</i> (Oct. 17)	Differentiated learning	Differentiated learning tools	
<i>Week 10</i> (Oct. 24)	Mobile learning	Google Form	- Video tutorial (30 pt)
<i>Week 11</i> (Oct. 31)	Copyright	Evernote Peek	- Article reading
<i>Week 12</i> (Nov. 7)	Group Project	Video project	

Date	Topic	Tutorial	Assignment
Week 13 (Nov. 14)	Flipping the classroom	Edmodo	- Group Video (30 pt)
Week 14 (Nov. 21)	Lesson reviews	Useful apps	- Lesson Plan (30 pt)
Week 15 (Nov. 28)	Thanksgiving Break		
Week 16 (Dec. 5)	Class Reflection		- Test (35 pt)

Weekly Articles

Week 2:

Prensky, M. (2001). Digital natives, digital immigrants. *From On the Horizon*. 9(5), 1-6.

Week 3:

Howland, J., Jonassen, D., & Marra, R. (2012). *Meaningful learning with technology* (4th ed.). New York: Person. Chapter 1.

Week 4:

Lever-Duffy, J. & McDonald, J. (2011). *Teaching and learning with technology* (4th ed.). New York: Pearson. Chapter 3.

Week 6:

Sharp, V. F. (2009). *Computer education for teachers: Integrating technology into classroom teaching*. Jefferson City, MO: Wiley. Chapter 13.

Week 7:

Ivester, M. (2011). lol...OMG: What every student needs to know about online reputation management, digital citizenship, and cyberbullying. Reno, NV: Serra Knight Publishing. Chapter 7.

Week 11:

Cennamo, K. S., Ross, J., & Ertmer, P.A. (2010). Technology integration for meaningful classroom use: A standards-based approach. Chapter 10.

- 8. Assessment:** Students will receive points for assignments throughout the semester based on the following scale.

Integrated Lesson.....	30 pts
Group Video.....	30 pts
Video Tutorial.....	30 pts
Test	35 pts

Photo Story	20 pts
Podcast	10 pts
Voicethread	10 pts
Lesson Plan Critique	15 pts
Educreations	10 pts
Class Participation	15 pts
Course Total	205 pts

The final grade for the course will be based on a ratio of the points earned by the students to the number of points offered during the semester. The following grading scale will be used to assign final grades for the course:

90-100% (184.5 pts)....A	Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to 3 calendar days). Late assignments presented or turned in late after three calendar days will not be accepted and will receive a grade of zero (0).
80-89.9% (164 pts).....B	
70-79.9% (143.5 pts)...C	
60-69.9% (123 pts).....D	
Below 60% (<123 pts) F	

Alabama Quality Teaching Standards and Candidate Proficiencies

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTS). The attachment shows the alignment of the College's 15 candidate proficiencies with the AQTS indicators assigned to this course. At the end of the semester, students are assigned a holistic rating for each of the targeted candidate proficiencies and their indicators using the Inventory of Candidate Proficiencies. Ratings will reflect performance throughout the semester (1- poor, 2- approaching competence/marginal, 3- competent, 4- exemplary).

The primary purpose of the Inventory of Candidate Proficiencies is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student's ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor notifies the student's department head and the student's program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

The candidate proficiencies that will be evaluated in EDMD 3300 are listed below:

Competent Professionals...

CP10: Use technology in appropriate ways.

Committed Professionals...

CP11: Engage in responsible and ethical professional practices.

CP12: Contribute to collaborative learning communities.

CP13: Demonstrate a commitment to diversity.

CP14: Model and nurture intellectual vitality

Reflective Professionals....

CP15: Analyze past practices to stimulate ongoing improvement of future practices.

The rubric that will be applied to each of these candidate proficiencies is provided for your reference and printing convenience via the class Blackboard site.

	Poor (1)	Marginal (2)	Competent (3)	Exemplary (4)
CP 10	Demonstrates a lack of understanding regarding the use of technology in appropriate ways. This includes but is not limited to the use of inappropriate software and websites during class time as well as the inability to use the proper productivity tool for a particular task.	Demonstrates a lack of understanding regarding the appropriate use of technology. This may be exhibited only during certain tasks or during specific times during the semester. A student may be require reminding of simple procedures and class policies as the semester progresses.	Demonstrates an acceptable use of technology tools. This includes but is not limited to the use of productivity tools that are appropriate to a particular task as well as the ability to use non-class related technology tools during appropriately designated times related to class (e.g. before, during breaks, or after the class meets). Students may begin the semester as "marginal" and move into the acceptable category as their skills and knowledge increase throughout the course of the semester.	Demonstrates an exceptional ability to use technology in appropriate ways. This includes but is not limited to the effective use of productivity tools to produce personal and professional work in an efficient and effective manner as well as the wise use of technology tools during designated class time.
CP 11	Violates the University and/or class Academic Honesty Code and/or Exhibits no understanding of the ethical and professional practices associated with integrating technology into the K-12 curriculum	Exhibits little to no understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum.	Exhibits an acceptable understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum.	Exhibits exceptional understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum including but not limited to issues relating to "cyber safety" for students and teachers.
CP 12	Makes no effort to engage in a professional or positive discussion during class time or in online settings. Refuses to assist classmates who may require assistance with the acquisition of skills or concepts related to class.	Makes token efforts to participate in in-class or online settings, but seldom exhibits effort to add to the class's "body of knowledge" regarding a topic. Is reluctant to help classmates with skills or concepts that may be needed.	Participates consistently and regularly in in-class or online settings, but not regularly in both settings. Provides some assistance to classmate during working sessions, but may tend to "take over" rather than help the classmate become adept at the needed skill.	Participates consistently and regularly in both in-class and online settings, making a positive and professional addition to the discussion at hand. Provides assistance to classmates during working sessions that facilitates the skill acquisition of the classmate.
CP 13	Verbalizes or exhibits intolerant attitudes or behaviors relating to students or teachers...those in class together, or those that will be a part of the professional teaching community in the K-12 environment. Makes no effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability.	Makes little or token effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability.	Makes an acceptable effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability.	Demonstrates an exceptional ability to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability.
CP 14	Does not demonstrate the ability to solve intellectual problems (both skill and concept based) in an independent fashion. Primary problem-solving behavior consists of making assumptions regarding tasks or concepts, rather than seeking out independent confirmation from an authority source.	Frequently does not demonstrate the ability to solve intellectual problems (both skill and concept based) in an independent fashion. Primary problem-solving behavior consists of asking the instructor for help rather than striving to solve the problem independently.	Demonstrates an acceptable willingness and ability to solve intellectual problems (both skill and concept based) in an independent fashion, sometimes seeks assistance for complex problems to travel the simple path rather than solve the problem independently. May model problem-solving behavior both in and out of class for classmates and the instructor. May be content with the answer provided in the text or from the instructor rather than seeking out answers to questions that arise as a part of unstructured class discussions.	Demonstrates an exceptional willingness and ability to solve intellectual problems (both skill and concept based) in an independent fashion, knowing when to seek assistance for complex problems. Models problem-solving behavior both in and out of class for classmates and the instructor. Seeks out answers to questions that arise as a part of unstructured class discussions.
CP 15	Does not demonstrate the willingness and ability to review past work and apply "lessons learned" to future work. Does not submit work that has been proof-read for errors, or corrects errors in class work prior to the final submission at the end of the semester. Demonstrates no growth in the ability to integrate technology into the K-12 curriculum as the semester progresses.	Rarely demonstrates the willingness and ability to review past work and apply "lessons learned" to future work. Only submits work that has been proof-read for errors, or corrects errors in class work prior to the final submission at the end of the semester at the direction and/or mandate of the instructor. Demonstrates little to no growth in the ability to integrate technology into the K-12 curriculum as the semester progresses.	Demonstrates the willingness and ability to review past work and apply "lessons learned" to future work. Submits work that has been proof-read for errors, or corrects errors in class work prior to the final submission at the end of the semester. Demonstrates acceptable growth in the ability to integrate technology into the K-12 curriculum as the semester progresses.	Regularly and consistently demonstrates the willingness and ability to review past work and apply "lessons learned" to future work. Regularly and consistently submits work that has been proof-read for errors, and corrects errors in class work prior to the final submission at the end of the semester. Demonstrates exceptional growth in the ability to integrate technology into the K-12 curriculum as the semester progresses.

9. Class Policy Statements:

Special notes:

- Students should make sure that any technological problems encountered while using public computers in the computer lab are *immediately* reported to the instructor, and to the lab staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name and email of the student discovering the problem, and a detailed description of the problem. This will provide the computer lab staff with the necessary information to quickly address and correct the problem.
- Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.

- Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (MS Exchange) accounts. Email originating from Hotmail, AOL, or other non-Auburn sources may *not* be opened by the instructor.

Evacuation Policy:

In case of fire or other building evacuation alarm being sounded in an Auburn University building, students and instructors are expected to **immediately leave the building**. In the event of a severe weather alert (e.g., tornado), students and the instructor are expected to **immediately leave the classroom and proceed to the nearest safe destination. This is to ensure the safety of all class members.** In case an alarm is sounded during the class meeting period, the following locations will be designated meeting areas for members of EDMD 3300. Student who may require special assistance in the event of a needed evacuation are asked to speak with the instructor after class. Arrangements will be made to ensure the safe evacuation of ALL students in the class.

Haley Center Classrooms inside the LRC

- Once the class has left the building according the directions of the LRC staff members, students should proceed to the area in front of the pharmacy building. There are benches there that can be used as a gathering place.
- Students should check in with the instructor so that their safety is noted.
- Students should not leave the immediate area without notifying the instructor.

Building Re-entry (All Sections)

1. If the evacuation alarm sounds within the last 30 minutes of a class meeting period, class will be dismissed once all students have checked in with the instructor at the designated meeting area.
2. If the alarm sounds with more than 30 minutes of class time remaining, the instructor will notify the students regarding class dismissal once the entire class has checked in at the designated meeting area.
3. Bottom Line: Get out of the building safely and then the instructor will tell you what to do from there.

Professionalism:

The College of Education Statement on Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

EDMD 3300 Policies related to Professionalism:

- An important skill for teachers is the ability to communicate effectively with a wide variety of people. Parents, administrators, students and peers all participate in the

communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructor is aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is *not appropriate* in a professional setting, such as with instructors and professors. Therefore, the instructor expects students to use standard forms of grammar, punctuation and spelling when using email to inquire about course-related activities or problems. Some examples of inappropriate written communication habits that have been used by past students include:

- Addressing the instructor using inappropriately familiar language
- Use of all capital letters in a message
- Failure to punctuate and spell properly
- Formatting written communication as if it were an instant message or text message between peers (particularly the use of text message shorthand)

This list is not exhaustive, however, it does provide a good starting point for proof-reading and editing of written communication. ***The instructor may deduct participation points from student grades if there is a consistent problem with professional written communication.***

- In addition to professional written communication, EDMD 3300 students are expected to comport themselves in a professional manner during class meeting times as well as conferences with the instructors. Accessing non-class related websites during class (i.e. Facebook, wedding planning sites, etc.) demonstrates a lack of professionalism and respect for the instructor and others enrolled in the class. This type of web use during class should not occur. ***Instructors may deduct points from the participation portion of the grade should this type of activity occur.***
- At times there will be guest speakers or guest lecturers invited to present to the class. When guests are present students should ensure that they comport themselves with the utmost professionalism.

Participation:

Participation is important in EDMD 3300 as most of you are preparing to be teachers. It is important that in addition to *appearing* in class each week, students must *contribute in a collegial manner* in order to achieve ‘participation’ status. To this end,

Participation in EDMD 3300 is defined as:

1. Regular, collegial contribution to class discussions (both in class and online):
 - a. Providing assistance to classmates for “troubleshooting” purposes
 - b. Treating classmates with respect and dignity
 - c. Continuing discussions (in class and online) in such a manner that encourages others to participate rather than discouraging them.
2. Attending to class activities in a professional manner:
 - a. Coming to class prepared with materials and any handouts that you might need to complete class activities
 - b. Giving guest speakers your full attention

- c. Keeping off-task computer-based tasks (email, shopping, etc.) to a minimum during break time and non-existent during lectures or guest speaking engagements
- d. Cooperating with your team member(s) for team projects in a professional way
- e. Paying attention to your peers while they are presenting in the class. This is one way of indicating that you respect them standing in front of the class and sharing what they have mastered.

This list is by no means exhaustive. There are many ways to participate in class and online.

Assignment Submission:

1. Assignments are due at the beginning of the class period noted. In cases where assignments are emailed to the instructor, they are due ***prior to the beginning of the class indicated on the schedule.***
2. Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date. Late assignments presented or turned in late **after three calendar days** will not be accepted and will receive a grade of zero (0). Be aware that many assignments that are due later in the semester are based on work that is completed at the beginning of the semester. Failure to complete work in a timely manner has a tendency to “snowball” and affect performance on later assignments.
3. The instructor will utilize the Canvas assignment dropbox for the submission of all work. There will be times that written copies of work will also be submitted. Specific submission procedures will be communicated by the instructor to students on the first class meeting. **Students are strongly encouraged to keep paper and electronic archival copies of all work submitted. Additionally, any work that is returned to the students with a grade on it should be retained for record-keeping purposes.**

Data Maintenance:

- It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Dropbox or flash drives, and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.

Personal Electronic Device(s) Policy:

- As a future professional educator it is important that you are able to demonstrate an appropriate level of attentiveness during professional meetings such as faculty meetings, parent/teacher conferences, and staff development workshops. The parallel to those activities is demonstrated in your attentiveness during class sessions. This includes instructional presentations by the instructor, your classmates and guest speakers as well as your ability to attend to activities or projects that you are directed to complete during class sessions. **As such students are reminded that laptops, cell phones, Blackberries, iPods, iPhones, text messaging, E-mail devices or any forms of technology or technology related activities (i.e., “surfing” the Web) that are not pertinent to the lesson being conducted during class should not be used.** If you are using one of these during an unapproved time, the instructor will request that you put it away. If the

instructor has to mention it again at any point during the semester, you will be asked to leave that class session, and that will count as an unexcused absence.

- Obviously, this is a technology utilization course, and there will be times when the use of such devices MAY be warranted (such as if you need to use your personal laptop to complete a project due to software that you have loaded on to it but might not be on the classroom computers). These students may be able to have a word processing document open to take notes, the specific software open that is being demonstrated in class to follow along, as well as possibly having related websites open for reference or further study. The instructor does not want to discourage this sort of learning activity. HOWEVER, other than bona fide learning or class concept related sites, software and activities, all “surfing” and email checking and other forms of electronic communication should be confined to those times of “break” as may be provided by the instructor during the class session. If the instructor asks, you may have to justify your use of any websites or software that are not being directly used during that class session’s lesson.
- Some examples of activities that you **should not** engage in during class time (unless specifically directed to do so by your instructor) include (but are not limited to):
 - Visiting Social Network sites such as Facebook or YouTube
 - Online shopping/ordering
 - Wedding Planning
 - Online gaming
 - Completing or working on assignments or projects for classes other than this one
- Some examples of activities that you should feel free and are encouraged to engage in during class time include (but are not limited to):
 - Following along with skills lessons
 - Asking your instructor for technical help for projects of any sort (time permitting). The instructor wants you to ask questions, that’s how you learn. If you have a technology problem with a project or assignment for another class, she is happy to help to the extent possible.
 - Demonstrate to the instructor how you’ve implemented skills or concepts learned in one class session to projects/assignments for another class session.
 - Submit to the instructor resources that may apply to skills, topics, or lessons that have been completed in class. If they’re good, we’ll include them on the class Blackboard site.
 - Use the technology resources available to you in the classroom in order to organize your own learning activities for class.
 - During appropriate times, explore, try, learn, ... put your hands on the software or other equipment and “get your hands dirty.” That’s also how you learn.
- Cell phones should be set to silent or vibrate and be kept in your bag or pocket during class time. If you have a compelling reason to have your phone visible and in a potentially distracting situation, you must receive permission from the instructor first. Otherwise, you will be asked to put the phone away as indicated in the first bullet point.

Attendance Policy:

- As future professionals, it is incumbent upon you to demonstrate that you are ready to begin meeting the demands of the teaching profession. When you are employed as a full-time teacher, you will be expected to be present in your classroom each of the days of your contract (typically 150-180 teaching days per year plus additional staff-only days, depending on the district). ***Since regular attendance is an essential function of the teaching profession, it is also highly encouraged in this course.*** Teachers are allowed to take 2 personal days (some people call these “no questions asked” absences) per year. This works out to approximately 1% of the required teacher days. If the same criteria were to be applied to the number of class hours required for this course during a semester (45 contact hours), that would work out to approximately 30 minutes of allowable “personal” or “unexcused” absences. However, this is not convenient for record keeping purposes. **Therefore, students will be permitted to have one (1) “no questions asked” absence during the semester.** The instructor may also elect to deduct from this one absence any chronic tardiness that you exhibit during the semester. If so, this will be communicated to you during the first class period. Make sure you make a note of your instructor’s policies regarding tardiness so that you can refer to it during the semester if you have questions.
- **Students who are absent for “excused” reasons (please see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence.** Since this is a class that meets once per week, that means that the documentation must be provided to the instructor **no later than the end of the class session following the date of the absence.** If the reason for the absence is such that this is not possible, it is the student’s responsibility to communicate with the instructor and make other arrangements.
- If the total number of absences equals three (3) – or more – **and** excused absences constitute at least two (2) of those absences, students may be directed to (1) request a withdrawal based on medical or other circumstances **allowed by university policy** and (2) re-enroll when the essential function of regular attendance can be demonstrated. ***If the university policy governing withdrawals does not apply, designated grade penalties for unexcused absences will be invoked (A grade of “FA” – Failure due to excessive absences – will be submitted as the final grade).*** The student is ineligible for applying for a withdrawal unless 66% (2 of a minimum of 3) of the absences are documented as “excused.”
- “Excused” absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be “Unexcused” until and unless the instructor is in possession of the appropriate documentation for that absence.** Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. *The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook by the Academic Dishonesty Committee.* Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

Make-up Test: Make-ups for the test will be given **only** for University approved excuses as outlined in the Student Policy eHandbook

(http://www.auburn.edu/student_info/student_policies/). Arrangements to take a make-up test must be made in advance. Students who miss the test because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. **Please note:** Simply informing the instructor of an absence does not automatically cause that absence to be considered "excused." It is the student's responsibility to provide appropriate documentation of excused absences for make-up purposes. Failure to provide documentation within one week of return to class will result in a 0 being entered in the gradebook for any missed tests.

Make-up assignments: Students who miss class on days when assignments are due have two responsibilities. First, they must submit the work that is due *prior* to the start of class using the appropriate online submission procedure(s) (i.e., Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to bring university approved documentation in cases where the absence should be considered "excused." The *one* "no questions asked" absence does not require documentation, but **does** require the on-time submission of work. If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification *prior* to the absence.

Situations of "extenuating" circumstances (i.e., Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to class(es). Appropriate documentation **will** be required in order to make arrangements for special scheduling needs in these circumstances.

Academic Misconduct:

The College of Education's Honesty statement: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

EDMD 3300 Honesty statement: **All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct. Self-plagiarism** where students submit her/his own work that was originally developed for other classes or another assignment is also NOT allowed. The University Academic Honesty Code will be followed in the event of academic misconduct. Acts of dishonesty in any work will result in a grade of zero (0) for the affected assignment for all parties involved. See Student Policy eHandbook (http://www.auburn.edu/student_info/student_policies/) for more specific information. The instructor will provide specific information regarding what constitutes acceptable and unacceptable practice regarding use of the work from others to the students of each class. Additionally, students will be required to take a test on the individual policies for the appropriate class section as a part of the class grade. Students who have questions regarding the acceptability of any action dealing with class-related work should contact the instructor prior to submitting the work for credit. Once the work has been submitted for evaluation and/or credit to the instructor, academic honesty standards will be applied to the work and the student.

Computer Security: In order to maintain the computers so that they are available for all students as they are needed, the College of Education & the LRC has a *NO Food or Drink* policy. This

means that food and drink should not be brought in to the LRC at any time. Students are expected to adhere to this policy.

Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.

Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under **no** circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is considered to be in violation of the Auburn University computing terms of use, and may result in a revocation of computing privileges.

Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

Accommodations:

The College of Education Accommodations Policy Statement: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

EDMD 3300 Accommodations Policy Statement: It is the policy of the University and the instructors to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Students With Disabilities Office (844-2096). After initial arrangements are made with that office, contact your professor &/or instructor.

Other Class Policy Statements:

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.