1.   **Course Number:**   EDMD 3300-004 CRN 10027
        Course Title: Utilization of Instructional Technology for Educators
        Course Location: 3442 Haley
        Course Meeting: Wednesdays 5:00-7:50
        Credit Hours: 2 semester hours (lecture/lab)
        Instructor: Mr. Jamin Ellis   ellisjk@auburn.edu
                                    706-442-2471   4013 Haley
        Office Hrs: Wednesdays 4:00-4:50 and by appointment

   Special Policy Regarding Communication Between Instructor and Students: As I am a full-time teacher and a graduate student with a full load of my own classes, I may not be able to answer emails or phone calls immediately. I will do my best to respond to communications in a timely manner. If you need to contact me, the best way to be sure of getting an answer is Tigermail. Please use the phone number for emergencies and other urgent situations. If you need to meet face to face, please contact me to arrange an appointment.   I will generally try to be in my office 1 hour before class on Wednesdays, but you are encouraged to check with me to be sure.

2.   **Date Syllabus Prepared:** Aug 2014

3.   **Text:**   Cennamo, K.S., Ross, J.D., & Ertmer P.A. (2014). *Technology integration for meaningful classroom use: a standards based approach* (2nd ed.). Stamford, CT: Wadsworth/ Cengage Learning.
                      Other readings as assigned by the instructor
        Other Materials:
            Required:
            Electronic storage media (Flash/Thumb drives or cloud storage **required**). The computers in the classrooms are equipped to read flash drives, so students may purchase those as your removable storage media. However, students may prefer to use cloud/ internet storage instead. Please be sure to double check all computers that you will access during the semester to be sure that whatever medium you use will be able to be read and be accessible by each computer.
            Google account. We will be using several tools that Google has available.

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, 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 listed objectives are assessed and/or evaluated as they contribute to various projects, tests or activities within EDMD 3300. Please see the Assessment Template for details)
   Teaching and Learning
   Human Development(2)(c)1.
   (v)   Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.

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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.
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.
Learning Styles(4)(c)4.
(ii)   Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners
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 homework activities.
- Successfully master quizzes covering concepts from the textbooks & online lectures/ discussions.
- Attend each scheduled lab 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 quizzes 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 fewer number of hours spent in class preparation. (Credit hour policy: https://sites.auburn.edu/admin/ universitypolicies/Policies/CreditHourPolicy.pdf)

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1.   **Course Content:**

Date	Reading Assignment Due (reading assignment should be completed prior to class meeting)	Portfolio Items Due (Prior to the beginning of class)	Project Due (Prior to the beginning of class)
Aug 20	Introduction to Course (Canvas) Personal Ed. Tech. Literacy		
Aug 27	Cennamo, Ross, & Ertmer, Chapter 1- Technology Integration: A Standards-Based Approach		Emerging Education Technology News Item
Sep 3	Cennamo, Ross, & Ertmer, Chapter 2- Self-Directed Lifelong Learning		
Sep 10	Cennamo, Ross, & Ertmer, Chapter 3- Supporting Student Creativity with Technology	p. 51; 1,2,3	
Sep 17	Cennamo, Ross, & Ertmer, Chapter 4- Digital Tools that Support Learning	p. 80; 1,2	
Sep 24	Cennamo, Ross, & Ertmer, Chapter 5- Developing Technology-Enriched Learning Environments and Experiences	p. 108; 1,2,3	
Oct 1	Cennamo, Ross, & Ertmer, Chapter 6- Customizing Student Learning Activities	p. 133; 1	Technology for Diverse Learners (Due at end of class)
Oct 8	Cennamo, Ross, & Ertmer, Chapter 7- Assessment and Evaluation	p. 161; 1a, 2	
Oct 15	Cennamo, Ross, & Ertmer, Chapter 8- Demonstrating Fluent Use of Technology	p. 189; 1,2	
Oct 22	Cennamo, Ross, & Ertmer, Chapter 9- Modeling and Facilitating Use of Digital Tools	p. 216; 1,2,3	
Oct 29	Cennamo, Ross, & Ertmer, Chapter 10- Legal and Ethical Use	p. 241; 1a,1b,2a,2b, 3	
Nov 5	Cennamo, Ross, & Ertmer, Chapter 11- Diversity and Cultural Understanding	p. 268; 1	PAT3 and Greatest Hits (Due at beginning of class)
Nov 12	Cennamo, Ross, & Ertmer, Chapter 12- Professional Growth and Leadership	p. 290-291; 1,2	
Nov 19	Cennamo, Ross, & Ertmer, Supplement- Technology Integration and Lesson Planning in the Content Areas	p. 316; 1,2	Final Lesson Plan
Nov 26	Thanksgiving Break- No Class		
Dec 3			Final Portfolio (Due at beginning of class) Wiki (Due at end of class)

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8.   **Assessment:**   Students will receive points for assignments throughout the semester based on the following scale. Assignment descriptions are included in the course text, along with specific grading details in Canvas.

Portfolio   **80 pts**
        22 items- 2 pts. ea.
        1 items- 6 pts.
        Overall Final Portfolio- 15 pts.
        Final Lesson Plan- 15 pts.
Reading Assignment Quizzes   **60 pts**
        12 quizzes- 5 pts. ea.
Projects   **40 pts**
        Emerging Ed. Tech. News- 5 pts.
        Greatest Hits- 10 pts.
        PAT3- 10 pts.
        Tech for diverse learners- 5 pts.
        Wiki- 10 pts.

Course Total   ....   **180 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% (≥162 pts) ..A	Any assignment presented or submitted after the due date
80-89.9% (≥144 pts) ..B	will be penalized 5% for each calendar day after the due
70-79.9% (≥126 pts) ..C	date (up to 3 calendar days). Late assignments presented
60-69.9% (≥108 pts) ..D	or turned in late after three calendar days will not be
Below 60% (<108 pts) ..F	accepted and will receive a grade of zero (0).

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 student ratings for students who perform below the "2" level 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. The e-mail is copied to the student. Students whose performance is at or above the level of "2" will not receive specific feedback at the end of the semester. Students who would like specific feedback regarding the level of performance in the candidate proficiencies listed below should request an appointment with the instructor.

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.

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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 following descriptions will be used to determine a student's level of performance for the candidate proficiencies listed above.

	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 LRC, or while in class are *immediately* reported to the instructor, and to the LRC 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 & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC 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.

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- 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 (TigerMail) accounts. As the instructor may not check Canvas email daily, TigerMail is a much better option for communicating with the instructor. Email originating from non-Auburn email accounts will *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 instructors are expected to **immediately leave the classroom and proceed to the nearest safe destination** (to be identified by the instructor during the first week of class) **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 or Basement
- 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 instructors are 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 instructors expect 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 "Hey…" to begin written communication

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o   Use of all capital letters in a message
o   Failure to punctuate and spell properly
o   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. ***Instructors will 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 will 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. To do otherwise reflects poorly on Auburn University, the College of Education and themselves.

Participation:

Participation is important in our classes as most of you are preparing to be teachers. I should not have to remind you to engage in class activities. Just because you are in class does not mean you are participating. In addition to *appearing* in class each week, you must *contribute in a collegial manner*. 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. In order to contribute to discussions, you will have had to read the assigned materials prior to class.
2. Attending to class activities in a professional manner:
   a. Coming to class prepared with materials (this includes your flash drive!) 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. It is intended to be a basic list that can be expanded upon by you when appropriate. If you think of an item that you think should be added, please do not hesitate to let me know.

Assignment Submission:
1. Assignments are due prior to the beginning of the class period noted. Since most assignments are submitted via Canvas, they are due *prior to the beginning* of the class indicated on the schedule. This is also indicated on the assignment due date in Canvas.
2. Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to three 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). 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.

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3. EDMD 3300 instructors will utilize Canvas for the submission of most work. There may be times that written copies of work also will be submitted. Specific submission procedures will be communicated by the instructor to students on the first class meeting. **Students are strongly encouraged to keep 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 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. Flash drives, cloud storage, 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.
- Students may be utilizing the server space provided to them by the University for their web-based assignments. It is the *student's responsibility* to ensure that adequate space is available for the storage of all required files for this project.
- Students are *strongly encouraged* to investigate their available server space at the beginning of the semester in order to ensure that adequate storage space is available. If students have trouble determining the space available, they should contact the OIT help desk. If it is determined that adequate space is not available, the student should *contact the instructor immediately* in order to determine the best course of action that will resolve the situation.
- Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
- The instructor may request to see a student's backup copies of electronic files at any time during the semester in order to assess progress.

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 your 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, I will request that you put it away. If I have 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). Also, I recognize that some students function very well in a "multi-tasking" mode. 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 web-sites open for reference or further study. **I do 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

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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):

  o Visiting Social Network sites such as Instagram or Facebook
  o Online shopping/ordering
  o Wedding Planning
  o Online gaming
  o Completing or working on assignments or projects for classes other than this one
  o Completing or working on assignments for this class that are past due.

- Some examples of activities that you should feel free and are encouraged to engage in during class time include (but are not limited to):

  o Following along with skills lessons
  o Asking your instructor for technical help for projects of any sort (time permitting). We want you to ask questions, that's how you learn. If you have a technology problem with a project or assignment for another class, we're happy to help to the extent possible.
  o Demonstrate to your instructor how you've implemented skills or concepts learned in one class session to projects/assignments for another class session.
  o 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 Canvas site.
  o Use the technology resources available to you in the classroom in order to organize your own learning activities for class.
  o 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. Your instructor's cell phone will not interrupt class, neither should yours. If you have a compelling reason to have your phone visible and in a potentially distracting location, 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). ***You cannot teach if you are not present!***
- I will take attendance each class period. If you are absent on a day that work is due, you must make sure that it was submitted ON TIME via the dropbox. Then, when you return to class, you should bring your documentation for absence to me in order for me to determine whether the hard copy will be accepted. **Students who are absent for "excused" reasons (please see the University Policies site for specific information regarding excused absences here: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf) must provide the instructor with appropriate documentation within one (1) week from 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.
- 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 1 week of return to class will result in a 0 being entered in the gradebook for any missed work or examinations.

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- "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 University Policies site 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 quizzes/ tests: Make-ups for quizzes/ tests will be given **only** for University approved excuses as outlined in the University Policies site. Arrangements to take a make-up quiz/ test must be made in advance. Students who miss a quiz or an exam 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 1 week of return to class will result in a 0 being entered in the gradebook for any missed quizzes or 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) (ie. Canvas assignment submission, 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." If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification *prior* to the absence.

Situations of "extenuating" circumstances (ie. 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 University Policies site Rules and Regulations pertaining to Cheating will apply to this class. The academic honesty code is available here: http://www.auburn.edu/student_info/student_policies/
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. 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 University Policies site for more specific information. Each 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 and pass a quiz 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.

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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 user IDs and/or passwords with roommates, classmates, or other Auburn University students. The sharing of user IDs 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:
University Accommodations Policy Statement: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
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.

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