

1. **Course Number:** EDMD 3300
Course Title: Instructional Technology for Educators
Credit Hours: 2 semester hours (lecture/lab)
Professor: Dr. Sara Wolf (4066 Haley Center, wolfsa1@auburn.edu)
Professor Office Hrs: M/W 4:00-5:00 & by Appointment
GTA: Mrs. LeNessa Clark (4013 Haley Center, llc0012@auburn.edu)
GTA Office Hrs: Mondays 11:00-2:00 & 4:00-5:00; Online/Phone by appointment.

2. **Date Syllabus Prepared:** August, 2015

3. **Text:** Cennamo, K., Ross, J., Ertmer, P. (2014). *Technology integration for meaningful classroom use: A standards-based approach* (2nd edition). Belmont, CA: Wadsworth.

Other readings as assigned by the instructor

Other Materials:

Required:

Electronic Storage media (Flash/Thumb drives **required**). The computers in the classrooms are equipped to read flash drives, so students are encouraged to purchase those as your removable storage media. However, some students may prefer to use cloud storage instead. Please be sure to double check all computers that you will access during the semester to be sure that whatever medium you purchase will be able to be read by each computer.

Recommended:

3-ring binder. Students are strongly encouraged to purchase and use a 3-ring binder for their class work and project archival.

Software. Students will be using a variety of software packages throughout the summer. Some of the pieces of software are available to students on the AU campus. However, many students find that having access to software at home or outside of class is extremely beneficial. Other software will be used that is available on a temporary basis in a trial format. Specific details will be related in the appropriate class sessions. Students should ensure that they have reliable access to the following software packages in order to complete assignments for class:

- Microsoft Office OneDrive: Available for Free for AU Students from OIT
- Inspiration (Available in the LRC and in the classrooms)
- SnagIt – or similar image editing software.

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 taught within this course for are

in bold font in this list. These indicators pertain to “Content Knowledge,” “Teaching & Learning,” “Literacy,” and “Professionalism.”

Content Knowledge

Designs instructional activities based on state content standards

Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

Teaching & Learning

Designs coherent lessons that integrate a variety of instructional strategies

Uses formative assessments to adjust instruction

Uses summative assessments to measure learner attainment of specified learning targets

Literacy

Demonstrates standard oral and written communications

Identifies and integrates available emerging technologies into the teaching of all content areas

Facilitates learners' individual and collaborative use of technology

Professionalism

Exhibits professional ethics and integrity

Complies with local, state, and federal regulations and 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: ([https://sites.auburn.edu/admin/universypolicies/](https://sites.auburn.edu/admin/universypolicies/Policies/CreditHourPolicy.pdf)

[Policies/CreditHourPolicy.pdf](https://sites.auburn.edu/admin/universypolicies/Policies/CreditHourPolicy.pdf)) 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 a fewer number of hours spent in class preparation.

7. Course Content: Key: CRE=Cennamo, Ross, Ertmer Text; OL=Online Activities

Date/Reading	Topic/Activity	Assignment Due
Aug 17	Introduction to Course Context; Using EASL Technology; Teaching Philosophy & Flipped Classrooms; Grading Practices/Scheme	
Aug 19	Academic Language; ALCOS – Introduction; Learning vs. Working Philosophy; Selection Criteria/Rationale Writing Productive Reflections; <i>One Drive</i> – Introduction;	Smarter Measure Test Big Five Test Syllabus/Canvas Quiz (EC)
Aug 24	CRE Ch.1 – Technology Integration; CRE Ch.2 – Self-Directed Lifelong Learning; Collaboration; <i>QR Codes</i> ; <i>PDF/Wordle</i> ;	Ch 1 & 2 Quizzes Reflection #1
Aug 26	Guest Speaker: E-Portfolios – Introduction (TBA); Evaluation & Selection Criteria; Concept Maps <i>Inspiration</i> ; <i>Online webbing tools</i>	
Aug 31(Lab)	CRE Ch.3 – Supporting Student Creativity; CRE Ch.4 – Tools to Support Learning; Guest Speaker: E-Portfolios – Introduction (TBA); <i>Googlesites</i> – Introduction; <i>Wix</i> – Introduction;	Ch 3 & 4 Quiz; Reflection #2
Sept 02	Guest Speaker: E-Portfolios – Introduction (TBA); Planning Processes/Lesson Activities; Bloom's Taxonomy; ALCOS – Integration into teaching; <i>Poll Everywhere</i>	
Sept 07	Labor Day – No Formal Class Session	
Sept 09	CRE Ch.5 – Technology-Enriched Learning Environments; Integrated Lesson -- Introduction Formative vs. Summative Assessment	Ch. 5 Quiz; Reflection #3
Sept 14(Lab)	CRE Ch.6 – Customizing Student Learning Activities; CRE Ch.7 – Assessment & Evaluation;	Ch. 6 & 7 Quizzes; Reflection #4
Sept 16	Portfolio Planning; Digital Curation Work	Tool Mastery #1-#2
Sept 21(Lab)	CRE Ch. 9 – Modeling & Facilitating Use of Digital Tools;	Ch. 9 Quiz; Reflection #5
Sept 23	Universal Design vs. Accessibility; <i>Explain Everything</i> ; <i>Voice Thread</i>	
Sept 28(Lab)	CRE Ch. 10 – Legal & Ethical Use Intellectual Property; Creative Commons	Ch. 10 Quiz; Reflection #6
Sept 30	<i>Plickers</i>	Tool Mastery #3-#5
Oct 05 (Lab)	Mid-Semester – Last day to withdraw with no grade penalty “W” assigned” CRE Ch. 11 – Diversity & Cultural Understanding Diversity & Technology; Digital Divide; Media Evaluation	Ch. 11 Quiz; Reflection #7
Oct 07 (Lab)	Lab Activities (Integrated Lesson; E-Portfolio; Tool Mastery)	Digital Curation
Oct 12 (Lab)	Lab Activities (Portfolio; Integrated Lesson; Tool Mastery); Guest Speaker?	Reflection #8

Oct 14 (Lab)	Portfolio Peer Evaluation (PMI); E-Portfolio; Final Reflection; Tool Mastery	Tool Mastery #6-#8 Integrated Lesson
Oct 19 (Lab)	E-Portfolio; Final Reflection; Tool Mastery	
Oct 21 (Lab)	E-Portfolio; Final Reflection	
Oct 26	Teacher Page	Cumulative Vocabulary Quiz Final Reflection
Oct 28	Teacher Page	E-Portfolio

8. Assessment: Students will receive points for assignments based on the following scale.

	Points Available	I earned
Reflective entries (8 @ 3 pts each, Individual).....	24 pts	_____
100% Reflective Entry On-Time Submission.....	1 pt	_____
Integrated Lesson Adaptation (Individual)	25 pts	_____
Digital Curation (Group).....	30 pts	_____
Final Reflection.....	15 pts	_____
Vocabulary Examination (cumulative; Individual)	35 pts	_____
E Portfolio (Individual).....	40 pts	_____
Tool Mastery #1 (Individual).....	10 pts	_____
Tool Mastery #2 (Individual).....	10 pts	_____
Tool Mastery #3 (Individual).....	10 pts	_____
Tool Mastery #4 (Individual).....	10 pts	_____
Tool Mastery #5 (Individual).....	10 pts	_____
Tool Mastery #6 (Individual).....	10 pts	_____
Tool Mastery #7 (Individual).....	10 pts	_____
Tool Mastery #8 (Individual).....	10 pts	_____
<u>Vocabulary Quizzes (weekly; Individual)</u>	<u>50 pts</u>	_____
Total	340 pts	<div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div>

Compare the total number of points that you earn to this scale in order to determine your final letter grade in the class.

282-300 pts.....A	Any assignment presented or submitted after the due date for an unexcused reason will be penalized 5% for each calendar day after the due date (up to 2 class days). Unexcused late assignments presented or turned in after 2 class days will not be accepted and will receive a grade of zero (0).
249-281.9 pts.....B	
210-249.9 pts.....C	
180-209.9 pts.....D	
<180 pts..... F	

A note about grade displays in Canvas: The Canvas gradebook is used by your instructor for the communication of scores that you earn for each assignment. Any percentages that are displayed in Canvas are **NOT accurate regarding your final grade**. Your final grade is determined by comparing the **NUMBER** of points that you earn to the grading scale listed above. Unfortunately, Canvas has technical limitations that prevent the ability to display a cumulative point total. Until such time as this changes, students should keep a running total of the number of points that they earn by adding each score recorded together to find a sum. A place to record these scores has been provided by your instructor in this document (See Above).



(<https://sites.auburn.edu/admin/universypolicies/Policies/FacultyPolicyonAssigningGradesofIncomplete.pdf>) From time to time, students request a grade of IN (Incomplete) be assigned for the course. The University has a policy that describes the requirements for the assignment of IN grades. This policy will be followed when IN grades are requested.

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.
- 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 or via the Canvas messaging options. Email originating from Hotmail, AOL, or other non-Auburn sources 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.

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
 - 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. ***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. Face Book, 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. 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. Seldom do I have to remind you to engage in class activities. While some of you are not as gregarious as others, and some are more apprehensive than others (especially in a technology oriented class like this) there are few common definitions of participation that I will use when evaluating it for your grade. A good rule of thumb is: “Tush time does not equal participation.” Basically, this means that in addition to *appearing* in class each week, you must *contribute in a collegial manner* in order to achieve ‘participation’ status. To this end,

Participation in EDMD 3300 is defined as:

1. BEFORE Class:
 - a. Completing preparatory work so that you are able to fully engage in the class-based activities.
 - b. Gathering information and or resources (e.g. image files, source files, handouts, etc.) and saving them to media or other locations so that they are available to you for use during in-class activities.
 - c. Completing vocabulary quizzes on-time
2. DURING Class: Regular, collegial contribution to class discussions (both in class and online) and activities:
 - a. Giving guest speakers your full attention
 - b. Providing assistance to classmates for “troubleshooting” purposes
 - c. Treating classmates with respect and dignity
 - d. Keeping off-task computer-based tasks (email, shopping, etc.) to a minimum during break time and non-existent during lectures or guest speaking engagements
 - e. Cooperating with your team member(s) for team projects in a professional way
 - f. 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.
 - g. Using class/lab time responsibly.
3. AFTER (Outside of) Class: Attending to class activities in a professional manner:
 - a. Continuing discussions (in class and online) in such a manner that encourages others to participate rather than discouraging them.
 - b. Following up on in-class activities or assignments so that your work can be submitted in a timely fashion.
 - c. Working on homework and projects on a regular basis
 - d. Communicating with the professor and/or GTA about questions, problems, or other situations that might affect your performance in class.

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 at the beginning of the class period noted. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.
2. Any assignment presented or submitted after the due date (without prior permission from the professor) for an unexcused reason will be penalized 5% for each calendar day after the due date (up to three calendar days). Unexcused late assignments presented or turned in 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. EDMD 3300 instructors will utilize the Canvas assignment drop box for the submission of most work. There will be times that written copies of work also will be submitted. Specific submission procedures will be communicated by the instructor to students via individual assignment documentation. **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 One Drive space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Cloud storage, backup removable media 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 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 (based on the AU Classroom Behavior Policy)

(<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>)



- 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 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 My Space or Facebook
 - 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). 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.
 - Demonstrate to your 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 Canvas 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. Your instructor will not have a cell phone on, neither should you. 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

(<https://sites.auburn.edu/admin/universypolicies/Policies/PolicyonClassAttendance.pdf>)



- 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!***
- Many school districts distribute “perfect attendance” awards to students and to staff each year. In this light, I will do the same thing for class. If you have perfect attendance (that means that you are present and on time IN CLASS each time there is a class meeting without leaving before the class is dismissed) you will receive 5 bonus points at the end of the semester. If you are late, leave early, or miss only 1 class, you will receive 3 bonus points. If you are late, leave early, or miss more than 1 class you will receive zero bonus points. This policy applies to both excused and unexcused absences.
- 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 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.** For classes that meet 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.
- Other unavoidable absences (e.g. pre-scheduled medical appointments, travel for university sponsored events/organizations, etc.) 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. In the case of travel for University sponsored events, you will need to provide documentation from the sponsor/faculty member in charge on University letterhead to authenticate the reason for the absence. 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.
- “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 will verify any or all medical or other documentation that is presented for absence verification purposes. *The falsification or forgery of medical documentation or other documentation for absence verification 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 quizzes: Make-ups for quizzes will be given **only** for University approved excuses as outlined in the Student Policy eHandbook. Arrangements to take a make-up quiz 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. See above for specific information regarding the documentation of pre-scheduled absences from class.

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. 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." 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 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. 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 "Pending" (PE) for the affected assignment for all parties involved until such time as the matter is resolved as per university policy. See the Student Policy eHandbook for more specific information. (<https://sites.auburn.edu/admin/universypolicies/Policies/AcademicHonestyCode.pdf>) 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. 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: Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Accessibility Office at 1244 Haley Center, 844-2096 (V/TT).

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.