1.   **Course Number:**   EDMD 7230
      Course Title: Theory & Practice of Distance Education
      Credit Hours: 3 semester hours
      Professor: Dr. Sara Wolf (4066 Haley Center, wolfsa1@auburn.edu) 3
      Office Hours   Tue 4:00-6:00 pm or by appointment

2.   **Date Syllabus Prepared:** January, 2013

3.   **Text:** American Psychological Association (2001). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association (Required)

Moore, M. G. & Kearsley G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Belmont, CA: Wadsworth.

Other readings as assigned by the instructor. Students are responsible for locating the assigned articles and reading for content. AU Libraries is a great place to start for each of the assigned articles, but need not be the sole location for use throughout the semester. The following articles are referenced in the Calendar portion of this document:

Auburn University DE Policies:
        http://wp.auburn.edu/biggio/wp-content/uploads/2011/09/Distance_
        Education_Standards_Guidelines.pdf

Moore, M. G. (1989). Editorial: Three types of interaction. *The American Journal of Distance Education, 3*(2), 1-6.

Saba, F. (1988). Integrated telecommunications systems and instructional transaction. *Contemporary Issues in American Distance Education, 2*(3), 344-352.

Saloman, K. D. (2000). Copyright considerations in distance education and technology-mediated instruction. Available:
        http://www.aacc.nche.edu/Publications/
        Reports/Documents/copyrightconsideration.pdf

Shelton, K. (n.d.) *Distance learning and the equivalency theory.* Retrieved from:
        http://www.slideshare.net/kshelton/equivalency-theory

Simonson, M. (2008). Designing the perfect online course. *Distance Learning 5*(3), 90-92. Retrieved from:
        http://www.schoolofed.nova.edu/~simsmich/pdf/the-perfect-course.pdf

4.   **Course Description:**
      Overview and exploration of the concepts and constructs that surround the field of distance education. Students will connect theory and practice by developing an online teaching module.

5.   **Course Objectives:**
      Upon completion of course activities students will be able to:
         1. Discuss the key concepts and constructs related to the field of distance education.

2. Apply the key concepts of distance education in the design & development of an online learning module.
3. Justify decisions made in the design/development process with references to the body of literature in distance education.

6.   Course Requirements:
  - Synthesize major DE developments relating to specific subject area(s).
  - Design & Develop 1 online learning module.
  - Write a justification paper correlating with the development of an online learning module.
  - Explore a variety of online and off-line tools for the creation of resources appropriate for use in online courses.
  - Collegially participate in online and in-class discussions.

Note: 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 7230 (a 3 credit hour course) students should expect to spend **9-10.5 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. As a rule, these are "average" expectations. Some weeks, the time required will be lighter than others. Some weeks, they will be heavier. Also, some students may require a fewer number of hours spent in class preparation than other students. It then follows that there might be students who need to spend a greater number of hours in class preparation than other students.

This University expectation can be found in the Student Policy eHandbook:
https://sites.auburn.edu/admin/universitypolicies/Policies/CreditHourPolicy.pdf
If you find that you are spending significantly less or more time on work for this class each week, please be sure to contact me so that we can be sure you're making wise decisions regarding how you choose to distribute your work efforts.

7. Course Content:
  The class will be divided roughly in half. The first half of the semester will be spent exploring the theory and research that supports the design & development of distance education materials and coursework. The second half will be spent designing and developing your own distance education learning module.

Key: F2F = Face to face meeting; OL = Online activities/class meeting

Date/Class Type	Topic/Reading/Activity	Assignment Due
Jan 09 *F2F*	Distance Education Defined; Miller Writing Center as a DE Resource; READI test; Gmail Registration; Regina Brown (Guest) **Read (This week):** Chapter 1(Moore & Kearsley) **Be prepared to discuss the following questions:** How is a "systems approach" applied to aspects of your area of expertise? Who are the people best	**Explore** ALL the tools in the Canvas site. What are you able to do as a student? **Start thinking** about a topic that you'd like to use as your final project topic. It can be anything you like, but you must be able to

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	situated to create DE materials or courses? What are the critical skills/characteristics for quality DE courses/materials? **Be prepared to discuss the following extension questions:** What is the Clark/Kozma debate and why is it significant to scholars who are studying distance education? Given that Clark and Kozma initially engaged in their seminal debate during the mid 1990s, how might the debate have changed during the subsequent 20 years? How is/can your area of expertise [be] influenced by the initial debate as well as subsequent discussions or interpretations of it? **Introduce yourself:** Using the online discussion tool in Canvas, provide a brief biographical "sketch" of yourself to the group. Don't be afraid to provide some personal insight. Since much of our work will be online, this is one way that we will get to know each other. However, please do remember that the discussion boards are a public form of communication.	identify a target audience, and it must be something that would be appropriate to teach or learn at a distance (not swimming, ok?)
Jan 16 *(F2F)*	How did we get here?; AU Libraries Orientation (Evaluating online resources for quality and authority; Accessing research at a distance); **Read:** Chapters 2 & 3 (Moore & Kearsley) **Investigate:** Identify 10 key technological development milestones in the history of DE. Identify 5 key theoretical milestones in the history of DE. **Create:** Use an online timeline software tool to create a visual/text representation of these developments. **Be prepared to discuss** your timeline, the criteria you used to include/exclude items, and your classmates' timelines.	READI Test results (CANVAS dropbox); Gmail Addresses (CANVAS dropbox); Initial Final Project Topics (CANVAS dropbox) **Explore** various infographic and timeline creation tools. Select one to use for your "timeline" assignment. Be prepared to discuss/justify your selection.
Jan 23 *(OL)*	Interaction in Distance Education **Read:** Saba, F. (1988). Integrated telecommunications systems and instructional transaction. *Contemporary Issues in American Distance Education, 2*(3), 344-352. Moore, M. G. (1989). Editorial: Three types of interaction. *The American Journal of Distance Education, 3*(2), 1-6. **Be prepared to discuss** the issue of "interaction" as it occurs in Face-to-Face (F2F) and DE classes. How is	If you haven't already, engage in a synchronous chat with at least one of your classmates using the "chat" tool in Google. Discuss possible final project topic ideas. Don't be afraid to ask each other hard questions regarding the feasibility of a topic selection. Go ahead and tell your classmate if you think that that "Learning to be an expert archer" learning module will work

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	it similar between the two environments? Different? How do teachers/professors/instructors foster interaction in each of the environments? What special limitations or characteristics exist in each environment that impact the type and/or quality of interaction in each?	or not! Timeline (URL/Graphic in CANVAS discussion) **Explore** the "help" boards provided by Instructure (the company that created Canvas). Specifically look for requests that relate to the concept of "interaction". Be prepared to discuss trends or issues that you identify.
Jan 30 *(OL)*	Research Trends in DE. **Read:** Chapters 9 & 10 (Moore & Kearsley) **Be able to identify** at least 2 trends in Distance Education research that may have an impact on your professional practice…whether this is as a teacher, administrator, or student. **Organize** the trends/issues that you identify, including related concepts, terms, definitions, etc. into a visual of some sort. If you use Inspiration, export your graphic organizer as a .gif image and save it somewhere where you can find it. Attach the .gif image to the discussion topic for this week. If you use the Google Docs option, make your drawing public, and post the link in Canvas for the class to review. Review your classmates' images… critically comment on at least two images. Try to be sure that everyone's image receives at least 2 comments.	**Explore** various "low tech" tools for creating visual elements. Google Document (drawing), Inspiration, PowerPoint, etc. Select one of them to create your visual representation of the research trends/concepts. Be prepared to discuss your selection criteria and process.
Feb 06 *(F2F)*	Instructional Design for DE **Read:** Chapters 5 & 6 (Moore & Kearsley); "Designing the Perfect Online Course": http://www.schoolofed.nova.edu/~simsmich/pdf/the-perfect-course.pdf Shelton, K. (n.d.) *Distance learning and the equivalency theory.* Retrieved from: http://www.slideshare.net/kshelton/equivalency-theory Sloan C Information: http://sloanconsortium.org/ publications/books/qualityframework.pdf **Listen:** *Simonson on Equivalency Theory*, Available: http://www.schoolofed.nova.edu/~simsmich/ mike_equiv.mp3 **Be able to discuss** the major steps in the instructional	**Explore** Google Sites, Dreamweaver, FrontPage, ExpressionWeb, or other web editing software. Write a simple web page, include text and one image (perhaps a headshot of yourself). Publish your webpage so that the rest of the class can view it. Provide the link in a discussion posting. Your text should be a short paragraph that outlines your final project idea. You've been thinking about the idea for a few weeks now. You've had at least one discussion

Date/Class Type	Topic/Reading/Activity	Assignment Due
	design process as they might be applied in a DE format. For those who are teachers/professors/instructors, be prepared to discuss your design/preparation techniques or procedures that you use prior to teaching. How do they relate to the "formal" ID steps that you read about this week? How do you as an instructor apply the concepts of ID so that the "Equivalency Theory" is supported between two courses?	with a classmate. You may have even had a discussion with me. This paragraph is NOT "set in stone" but it should be more fully developed than other ideas that you've had so far. Graphic Organizer and classmate critique. (CANVAS Discussion board)
Feb 13 *(F2F)*	The Student & DE **Read:** Chapter 7 (Moore & Kearsley) **Be able to discuss** the characteristics of successful DE students. What characteristics of successful professionals in your field of expertise carry over to successful DE student experiences? Remember the READI test you took earlier this semester? How did those results predict your success in the activities relating to this class? Have your own personal student characteristics/habits changed so far this semester? How?	**Explore** various "readiness" tests for students. Select one that you might use for the students who would be enrolled in the online course/module that you'll develop for this class.
Feb 20 *(OL)*	Management, Administration & Policy **Read:** Chapter 8 (Moore & Kearsley); Copyright Resources TEACH Act Information from ALA: http://www.ala.org/advocacy/copyright/teachact Columbia University Libraries Information: http://copyright.columbia.edu/copyright/special-topics/distance-education/ Saloman, K. D. (2000). Copyright considerations in distance education and technology-mediated instruction. Available: http://www.aacc.nche.edu/Publications/ Reports/Documents/copyrightconsideration.pdf Auburn University DE Policies: http://wp.auburn.edu/biggio/wp-content/uploads/2011/09/Distance_ Education_Standards_Guidelines.pdf **Be able to discuss** the characteristics of successful professors/instructors/teachers as they relate to online/DE courses. Are the same people able to be successful in both types of teaching? What specific	Final Project Topic idea (CANVAS Dropbox) – This is it! The final idea approval.

Date/Class Type	Topic/Reading/Activity	Assignment Due
	habits/tasks/skills must be mastered in order to be considered a successful online instructor? Be sure that you can link your ideas/opinions to information you have found in the body of literature. What issues are common to the administration of a distance program vs. a distance course? What issues are unique to those situations?	
Feb 27 *F2F*	Canvas for information creators; Communication Tools **Read:** Chapter 4 (Moore & Kearsley) **Be prepared** to learn to create PDF documents; simple images; online quizzes & assignments; discussion threads/topics; learning modules/folders; modify tools, and in general "get your hands dirty" in Canvas. **Investigate:** Find and evaluate online resources that would be appropriate to use in a variety of ways for DE courses. These can be tools, collections, or information sources. Identify royalty free/public domain locations for resources. Communication Tools **Plan, Select & Create:** Decide how your final project will handle communication with your "students." Select the appropriate tools for them to use. Create any discussions, canned email messages or other communications that you will need for your project.	**Bring your laptop to class if you have one.** If you need one, please let me know. **Explore** different free/lowcost online tools that you could have students use to demonstrate their understanding/mastery of knowledge. There are many different ways to do this (glogs, posters, videos, blogs, infographics, etc.). Select one of these online tools for use in your online module. Be prepared to justify your selection decision in terms of the type of knowledge the student will demonstrate, the characteristics of the tool itself, and the "best practice" information that you locate in the body of literature.
Mar 06 *(OL)*	Content Delivery Tools **Collect:** Start to gather information, resources, activities, etc. that you plan on using for your final project. Create a place on a flash drive and/or hard drive where you can keep track of the "best of the best" that you find for your topic.	Online "Toolkit" (Google sites URL in CANVAS dropbox) Begin developing the structure for your online course module.
Mar 13	Spring Break, No Formal Class Meeting	
Mar 20 *(F2F)*	Assessment Tools **Listen:** Simonson, *Grading Threaded Discussions* Available: http://www.schoolofed.nova.edu/ ~simsmich/vids/mike-Seq%20Grading.mp4 **Plan & Create:** Plan your assessment strategy (-ies) for your final project. How will you be sure that your students have learned what you want them to learn? Begin writing quiz/exam questions, assignment criteria, other documents needed for assessment.	**Explore** different free/low cost online tools for assessing student knowledge. These might be quiz tools, flashcard tools, games, etc. Select one to use within your online module. Be prepared to justify your selection decision based on the body of literature.

Date/Class Type	Topic/Reading/Activity	Assignment Due
Mar 27 *(F2F)*	Connecting Theory & Practice **Write:** Begin to evaluate/analyze your decision making process regarding your final project. Why did you choose to write that quiz? How did you come up with that idea for an assignment? Begin to write down explicit connections between the theoretical information you've been exploring and the practical decisions that you're making. **Be prepared to write** a 5-10 page "Justification Paper" that explains these decisions and the theoretical support behind them.	
Apr 03 *(OL)*	Project Development	
Apr 10 *(OL)*	Project Development	
Apr 17 *(OL)*	Project Development	
Apr 24 *F2F*	Project Presentations	Final Project & Justification Paper (Open Canvas and hard copy to Dr. Wolf)

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

Online Discussions...25 pts
Graphic Organizer..5 pts
Timeline ....5 pts
Online Toolkit..5 pts
Online Learning Module & Justification Paper ....50 pts
Exploration Activities..10 pts

Course Total .... **100 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% (90 pts).........A 80-89.9% (80 pts)........B 70-79.9% (70 pts)........C 60-69.9% (60 pts)........D Below 60% (60 pts).....F	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).

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 WebCT email option. 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.
Haley Center Classrooms
- Once the class has left the building according the directions of the instructor, 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 7230 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 7230 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 (ie. "doing the work"), you must *contribute in a collegial manner* in order to achieve 'participation' status. To this end,

> ### Participation in EDMD 7230 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. 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 **5:00 pm on the date noted in the syllabus**. 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 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.
3. EDMD 7230 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 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. Floppy disks, zip disks, 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 will 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 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

- Attendance at scheduled class meetings is expected. I typically do not have trouble with graduate students "skipping" classes.
- Please let me know if you know you will not be able to attend a scheduled class meeting. This is professional courtesy. If there is work due, I will let you know how to get it to me if the absence falls under the "excused" category according to University policy.
- A note about the online class meetings, online discussions and their relationships to attendance: While you are not necessarily physically present for online class sessions, there is an expectation that you are continuing to make regular progress toward homework, projects, and other assigned work during the weeks in which we have online class meetings. Also, there is an expectation that you continue to contribute regularly to online discussions. Due to the nature of this course, there will be times when more than one topic is being discussed on the Canvas discussion boards during any given week. Your participation in these discussions is vital to your development as a graduate student and in the area of designing and developing online course materials. It is important to

recognize that the interaction between you and your classmates as well as the interaction between you and me is a "best practice" element of online courses, as well. Therefore, it is important that you participate in these discussions in a regular fashion versus waiting until the night before a discussion closes to "buckshot" your contributions to the discussion. In order to have a manageable discussion in an online environment, there will be times when certain discussions need to be "closed." I will make those decisions based on the pace of the class, the nature of the discussion and other data points appropriate to that activity. Once I've closed a discussion, further contribution to it will NOT contribute to your grade for that portion of the course.

Make-up quizzes: Make-ups for quizzes will be given **only** for University approved excuses as outlined in the Tiger Cub (http://www.auburn.edu/student_info/tiger_cub/index.html). 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. 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.

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." 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 (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 Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
EDMD 7230 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, completing work for 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 Tiger Cub Student Handbook http://www.auburn.edu/student_info/tiger_cub/index.html 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.

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 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).
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 Accessibility 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.