**Course Number:** ADED 7010, DO1

**Course Title:** Learning Resources in Area of Specialization

**Credit Hours:** 3 semester hours (Graduate)

**Class Time:** ONLINE

**Location:** Class Materials in Canvas LMS (Learning Management System)

**Professor:** Dr. Leslie Cordie

Email: [lesliecordie@auburn.edu](mailto:lesliecordie@auburn.edu)

Phone: 334-844-3089

**Required Resources:**

* Textbook: King, K. P. (2017). *Technology and innovation in adult learning*. Jossey-Bass.
* Additional required readings and learning resources are posted online via the LMS
* AU Websites - AU Access: A link to AU Access is located at the top right of the AU homepage, or go directly to auaccess.auburn.edu.

**Course Description:**

Selecting, developing, utilizing, and evaluating instructional resources and technology for teaching the adult learner.

**Course Objectives:**

Upon completion of this course, students will be able to:

* Explore and apply digital and blended learning core concepts and theories
* Analyze learning resources essential for the adult learner in the 21st century
* Review the use of learning resources and digital technologies in adult and instructional settings.
* Design and integrate digital technologies into adult learning instruction.
* Examine the themes of digital citizenship and intercultural competence for global lifelong learning
* Utilize a variety of instructional technologies and strategies to develop lifelong learning skills.

**Course Philosophy:**

There are approximately 15 weeks of class with a variety of topics related to instructional resources and technology.

* This course is entirely online and involves self-directed learning, exploration and discipline with weekly commitments
* Participants are expected to read and reflect on the assigned readings, review videos, engage and contribute to various course experiences, collaborate and support learning, and submit assignments as a self-directed, adult learner
* A variety of media provided by the LMS (Canvas) are used for communication amongst class members and the instructor, along with technology resources freely available on the web or through Auburn University
* Interactivity and communication is possible through the LMS, which allows for online discussions, email, web conferencing, and other communication, along with testing (quizzes) and submission of assignments
* ADED 7010 is a professional, graduate course in adult education; thus Participants:
  + are considered adults and are expected to study and practice andragogy by taking responsibility for their learning.
  + are expected to participate regularly, contribute to the class setting by engaging in online activities, and be both collaborative and supportive of all learning settings and learners.
  + must be self-directed in navigating the online learning environment and technologies with minimal assistance from the instructor
* Additional course materials are made available through Auburn University’s learning management system (LMS), including readings, videos, technologies, and other resources.
* Technologies outside of the LMS are required to complete the course, including FlipGrid, Eli Review, and others noted in Canvas and the Course Assignments.
* **A student taking this course will need a reliable computer/laptop and a strong INTERNET connection!!**
  + **Smartphones and tablets are NOT acceptable substitutes f**or learning as some applications **DO NOT WORK OR OPERATE CORRECTLY in the mobile setting.**
  + **A reliable Internet connection is critical to completing this class!**
  + Participants **need to decide if the online format is a good option for them** as they are required to be self-directed learners as noted above
  + **If you have questions, contact the instructor the first week of class** to make an appointment to discuss

**Course Schedule**

* Please see Academic Calendar for Important University Dates <http://www.auburn.edu/main/auweb_calendar.html>
* Read and review the Syllabus and Course Outline for specific dates and Assignments; additional information is made in Canvas to support the course syllabus and assignments
* Check CANVAS regularly (a minimum of 2 – 3x per week) and have your notifications/preferences set up appropriately
* Review the Course Weekly Announcements and the Course Schedule for specifics and Assignment DUE Dates
* Download and Print AU ADED 7010 SPRING 2022 Course Outline and Course Syllabus for reference and clarification during the first week of class!
* ASK questions in the FAQs (frequently asked questions)!
* **Assignments are DUE on TUESDAYS!**

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| --- | --- | --- | --- |
| **Week** | **Date** | **Topic(s)** | **Assignments/Activities/Readings** |
|  | **New Weeks Start on Wednesdays** |  | **Assignments are due on Tuesday**  **by Midnight CST** |
| 1 | Jan 12 - 18 | Welcome / Introduction – Course Overview and Syllabus | * **DUE – Introduction Discussion in Flipgrid** * **DUE – Eli Review Signup** * **READ Chapters 1 and 2 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 2 | Jan 19 - 25 | Adult Learning and the Evolution of Technologies | * **DUE – Digital Competence Wheel Discussion** * **READ Chapters 2 and 13 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 3 | Jan 26 – Feb 1 | Creating Learning Experiences with Technologies | * **DUE – Part 1 / Selection of Topic for Instructional Technology Lesson** * **READ Chapters 3 and 5 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 4 | Feb 2 - 8 | Creativity, Critical Thinking and Problem-solving | * **DUE – Part 2 / Outline of Lesson Plan** * **READ Chapter 7 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 5 | Feb 9 - 15 | Motivation Theories | * **DUE – Progress Report 1** * **READ Chapter 6 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 6 | Feb 16 - 22 | Neuroscience – Development and Aging | * **DUE – Part 3 / DRAFT Full Lesson Plan – Submit to Eli Review** * **READ Chapter 4 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 7 | Feb 23 – Mar 1 | Personalized Digital Learning | * **DUE – Annotated Bibliography – Part 1 Submit to Eli Review** * **READ Chapter 8 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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|  |  | **Midterm – March 3** | **Spring Break – March 7 - 11** |
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| 8 | Mar 2 – 15  (includes time before and after SP Break) | Transformative and Connected Learning Techniques | * **DUE – Part 4 / PEER REVIEWS of Draft Lesson Plans** * **READ Chapter 10 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 9 | March 16 - 22 | Global and Intercultural Competencies and Digital Citizenship | * **DUE – Peer Reviews of Annotated Bibliography** * **READ Chapter 9 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 10 | March 23 - 29 | Blended and Online Learning Concepts and Theories | * **DUE – Part 5 / Digital Assessments** * **READ Chapter 12 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 11 | March 30 – Apr 5 | Mind and Body in Learning | * **DUE – Progress Report 2** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 12 | Apr 6 - 12 | Final Presentations | * **DUE – FINAL Lesson Plans and Narratives** * **DUE - Final Recording of Lesson** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 13 | Apr 13 - 19 | The Future of Learning and Technologies | * **READ Chapter 14 in Textbook** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 14 | April 20 – 26  AU CLASSES END FRIDAY April 29 | Final Course Reflections | * **DUE - Peer Reviews of Final Recorded Lessons** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments Updates or additional Comments |
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| 15 | May 2 - 6 | Final Exam Period for the University | **NO EXAM in this Course as Project / Application Based** |
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|  |  |  | **Final Grades due NLT May 9** |

**Course Requirements/Evaluation:**

* **Late work is not accepted without ADVANCED OR PRIOR confirmed agreemen**t and in alignments with the AU Student Policy eHandbook.
* **Grade penalties apply for late work.**
  + **The course is designed with regular weekly commitments, and is fully available in Canvas**
    - Thus, **students MAY work ahead i**f they are concerned about managing their time and coursework
    - The **instructor will follow the tentative schedule,** though, and is not required to provide grading ahead of schedule
  + **Make-up work is allowed ONLY if there is an EXCUSED absence** as noted in the AU Student eHandbook and with prior approval
  + **In general, late assignments receive up to a max of 75% of the total points** available unless an excused absence is fully documented and notification and prior approval determined
  + Late assignments presented or turned in late after seven calendar days (1 week) will not be accepted and will receive a grade of zero (0).
  + For more information, refer to the section **Class Policy Statements** below.

**The following GRADING SCALE will be used:**

* 90% - 100% = A
* 80% - 89% = B
* 70% - 79% = C
* 60% - 69% = D
* Below 60% = F

**\*SEE CANVAS FOR MORE DETAILS ON ALL ASSIGNMENTS\***

**Spelling and Grammar count towards all Assignments!! -** You do not need a title page, but your name, course, assignment and date should be on ALL submissions.

***\*Team Assignments\****

Team assignments receive grades based on group and individual work. It is possible that unsatisfactory participation in team assignments will result in a lower participation grade or a lower grade on the team assignment itself. You may be called upon to evaluate your own or your team members' performance on group assignments.

**Assignment Area 1 - Instructional Technology Lesson – 60 points total (multiple components)**

***As a reminder, you have access to free technologies from Office 365 and Adobe through your Auburn University Student Account!***

* Goal for Final Project of the Instructional Technology Lesson
  + You will present a tutorial and lesson plan on how to use an instructional technology
  + **The focus of the final project will be 75% on training on the instructional technology and 25% on using it as an application for the intended audience (adult learner)**
* Part 1 – Selection of Topic for Final Project (5 points)
* Part 2 – Outline of Lesson Plan (5 points)
* Part 3 – Draft of Full Lesson Plan (5 points)
* Part 4 – Peer Review of Draft Lesson Plan (conducted in ELI Review) ( 10 points)
* Part 5 – Digital Assessment for Lesson (5 points)
* Part 6 – Final Lesson (Narrative and Lesson Plan) (5 points)
* Part 7- Final Lesson (Recorded Presentation) – Instructor Review (5 points)
* Part 8 – Peer Review of Final Presentation (conducted using a rubric in Canvas) (20 points)

**Part 1 – Selection of Topic for Final Project (5 points)**

**Instructions:**

* Goal for Final Project
  + You will present a tutorial and lesson plan on how to use an instructional technology
  + **The focus of the final project will be 75% on training on the instructional technology and 25% on using it as an application for the intended audience (adult learner)**
* Provide approximately a one (1) page summary of the topic that answers the following questions at a minimum:
  + List and describe the name or topic content area
  + Discuss WHY you want to create an instructional unit on this topic/instructional technology
  + Who is your intended audience?
  + **Support why you will work as a group or as an individual on the Final Project assignments**
  + Technology - Discuss how you will develop your presentation final recording of the lesson
* Format – APA (see Canvas for more information on APA)
  + One page summary in APA format (approximately 300 to 500 words)
  + The document should be in MS Word in 12 point Times New Roman font, 1-inch margins, double-spaced or single-spaced
  + **Please do not send a pdf, as I like to provide comments and editing in Word.**
  + You do not need a title page, but your name, course, assignment and date should be on the submission.
  + Reference/Resource
    - Select at least one academic reference that you will use as a resource to get you started (include at least one resource for the definition or description on your topic)
    - Provide the information in APA format at the end of the narrative - [www.apastyle.org](http://www.apastyle.org/)

**Part 2 – Outline of Lesson Plan (5 points)**

* **Lesson Plan Outline Instructions**
  + Develop a brief outline and summary narrative of what you plan to cover; **review the Basic Lesson Plan format provided in Canvas** as a minimum of information to provide on the lesson
  + Create at least one to 3 objectives for the session (what you want the learner to be able to DO at the end of the short session - use Bloom's Taxonomy)
  + Additional areas to include in the outline:
    - **Introduction:** What is the session about? What will the participant learn and/or what are the goals? Why is this topic important in to Adult Education? How will you start your session? How will you gain their interest in the WHY?
    - What **activities and methods** will be used in the presentation to provide instruction that relate to the principles of adult learning? How will you teach the session? For instance, will you create a course in Canvas? Will you develop another type of web site? will your create a voiceover PowerPoint? Will you use a screen recorder?
    - What are some ideas for **application and practice** for any new skills that are being taught in the session? How will you have your learner practice their skills - either during or after the session?
    - What is the **Conclusion and/or Summary** - how will you complete the class? How will you include the digital assessment to know that the learner has achieved the goal(s) and objectives for the session?
    - Reminder - **The focus of the final project will be 75% on training on the instructional technology and 25% on using it as an application for the intended audience (adult learner)**

**Part 3 – Draft of Full Lesson Plan (5 points)**

**Instructions:**

* Review your Select Topic and Outline Assignments and any Feedback
* **Make sure to INCORPORATE the feedback from the instructor!!!**
* **This a written assignment** 
  + Include both a Narrative Summary and Lesson Plan at a minimum
  + THIS IS NOT your final recording; you may include a ‘test recording’ and / or slides for review
* **Narrative Summary**
  + Finalize the one page summary of what you plan to do for your final project, including the following:
    - Title for your presentation
    - Main topic you will cover
    - Description on the 'need' for the topic in line with our course objectives (the WHY); discuss who is your AUDIENCE
    - Provide 1 to 3 objectives for the session (what you want the learner to be able to DO at the end of the short session)
    - **List a minimum of five (5) references** that you will use or have used to develop the lesson plan
      * The citations should be in APA format
      * These references can be used in your Annotated Bibliography Assignment
* **Lesson Plan** 
  + Finalize outline of what you plan to cover and how
    - Use the Basic Lesson Plan format and expand details
    - Include timeframes for each component of the outline
  + At a minimum, include the following (and timelines for each):
    - Introduction
    - Main Points (at least 3)
    - Activities, methods and resources
    - Application and practice
    - Conclusion and/or Summary
    - An idea on the Evaluation and Assessment of the Learner (see Digital Assessment Assignment)
  + Reminder - **The focus of the final project will be 75% on training on the instructional technology and 25% on using it as an application for the intended audience (adult learner)**

**Part 4 – Peer Review of Draft Lesson Plan (conducted in ELI Review) (10 points)**

This assignment is completed in Eli Review, thus you need to have signed up for an account by clicking on Eli Review in the course navigation (see Eli Account Setup Assignment in Participation).

The goal for this assignment is to provide your classmates feedback on suggestions /improvements/corrections to their draft lesson and tutorial.

Peer reviews are a tool that allows communication between students and can help students master the concepts of a course and learn from each other. Your peers will review your work and give feedback you can use to improve your work. You will also review other students’ work and give them feedback on their work as well.

**Make sure you are FULLY completing the information in Eli. Your grade is not based on the comments or grades given to you by your classmates, rather on HOW you complete the Peer Review process!! I will be looking at your comments, suggestions, and how you graded your peers.**

You will be assigned several Draft Lesson Plans to review, depending on the number of students in the course. In general, you will complete the form in Eli for each one you are assigned.

**Part 5 – Digital Assessment for Lesson (5 points)**

**Create an assessment** that could be **completed before, during or after your tutorial session** to assess student learning, and / or accomplishment of the learning objective(s). In addition, the digital assessment should contribute to the learner's digital literacy skills and perhaps motivate the learner to continue their exploration of technology. The assessment may be formative or summative, **but should be DIGITAL in nature.**

**This is NOT an assessment of your presentation, rather an assessment completed by the learner to judge their competency. Do NOT develop a rubric to grade your presentation!! Your final lesson will be peer reviewed in Part 7.**

**Part 6 – Final Lesson (Narrative Summary and Lesson Plan) (5 points)**

**Components:**

* **Narrative Summary**
* **Lesson Plan**
* **Recording (see Part 7 and 8)**

**Instructions**

* Review all components and parts of the Instructional Lesson Plan – Final Project
* Consider any Feedback provided and INCORPORATE the feedback from the instructor and your Peers as appropriate
* **Narrative Summary**
  + Final one page summary including the following:
    - Title for your presentation
    - Main topic
    - Description on the 'need' for the topic in line with our course objectives (the WHY); discuss who is your AUDIENCE
    - One to 3 objectives for the session (what you want the learner to be able to DO at the end of the short session)
    - A minimum of five (5) references used to develop the lesson plan; the citations should be in APA format
* **Lesson Plan** 
  + At a minimum, include the following (and timelines for each):
    - **Introduction**
    - **Main Points** (at least 3)
    - A**ctivities, methods and resources**
    - **Application and practice**
    - **Conclusion and/or Summary**
    - **Digital Assessment**

**Part 7- Final Lesson (Recorded Presentation) – Instructor Review (5 points)**

* **RECORD your final lesson / tutorial**
  + The final recording should be a minimum of 20 minutes and a maximum of 30 minutes (not including the Digital Assessment)
  + Reminder - **The focus of the final project will be 75% on training on the instructional technology and 25% on using it as an application for the intended audience (adult learner)**
  + **Upload the recording or link to the recording in Canvas for Peer Review**
    - As the file will be large, you may need to upload the file to Box, YouTube, Panopto, GoogleDocs, or other shared Application
    - You only need to provide the final recording for Peer Review (the Narrative Summary and Lesson Plan are submitted for instructor review only)
    - Submit in Part 8 Assignment in Canvas
* You will be assigned Peer Reviews for Part 8

**Part 8 – Peer Review of Final Presentation (conducted using a rubric in Canvas) (20 points)**

The goal for this assignment is to provide your classmates feedback on suggestions /improvements/corrections to their final lesson and digital assessment.

Peer reviews are a tool that allows communication between students and can help students master the concepts of a course and learn from each other. Your peers will review your work and give feedback you can use to improve your work. You will also review other students’ work and give them feedback on their work as well.

You will be assigned several Lessons to peer review, depending on the number of students in the course.

**Assignment Area 2 – Annotated Bibliography – 20 points total**

* **Assignment Components**
  + Part 1 – Draft Annotated Bibliography submission to ELI Review (10 points)
  + Part 2 - Peer Review of Annotated Bibliography in ELI Review (10 points )
* A bibliography is a list of sources (books, journals, websites, videos, etc.) that you will compile to help you research your topic.
* You will prepare an annotated bibliography outlining the background and current research regarding your chosen instructional technology or learning resource.
* **The bibliography should be submitted in APA format and must include a minimum of five (5) CREDIBLE sources or resources.**
* **This is an INDIVIDUAL assignment**
  + Although you may work as a group, the annotations should be different or new; thus, a majority (three/3 of the 5) should different resources from each group member
  + This assignment should be submitted separately in ELI Review

**Assignment Area 3 – Participation/Discussion/Reflection – 20 points total**

* **Introduction in FlipGrid (5 points)**
  + Post your course introduction via Flipgrid (video) – instructions in Canvas
  + What would you like us to know about you?
    - Give an overview of WHO you are
    - What is your "WHY"?
    - Tell us why you selected AU and ADED?
    - Where are you at in your educational journey?
    - What is your professional background and where would you like to see it go?
    - What are your expectations for this course

# Discussion on Digital Competences Wheel (5 points)

The purpose of the Digital Competence Wheel is to provide an overview of which digital competences exist and should be improved, as well as concrete inspiration for how to improve the most relevant digital competences.  <https://digital-competence.eu/dc/>

Complete the self-assessment of 64 questions. Review your Digital Competence Wheel diagram. Choose at least one of the 16 digital competencies to comment on - develop responses to the following:

**1. Describe why you feel the skill is important to the adult learner. Be specific in terms of adult learning theory (refer to your text or other resources to link to theory).**

**2. Identify your competency as a basic, independent or proficient user. Discuss how you will improve your skills if you are below proficient. ALTERNATIVELY, if you are proficient, how you developed those skills. Your free analysis should give your levels in terms of the 4 areas - information, communication, production and safety.**

**3. Support your response with at least one reference or resource. Post the resource at the end of your response in APA format.**

**4. Comment on a classmate's posting and responses for full credit. YOU MUST RESPOND to another classmate's posting with a comment or critique beyond "I Agree" or "Good job"**

* **Eli Review Signup (2 points)**
  + Tool to complete Peer Reviews for several assignments
  + Complete online - instructions in Canvas
* **Progress Reports/Reflection in FlipGrid (2 @ 4 pts each) (8 points total)**
  + Instructions in Canvas on how to set up FlipGrid
  + To help monitor your progress and understanding of this course and your learning growth, you will submit two (2) progress reports/reflections throughout the semester.
  + For Progress Report/Reflection, in general, you will answer questions regarding the following:
* **Completion** - What progress has been made in the past few weeks on the course materials? Have you completed all the assigned materials to this point? Why or why not?
* **Challenges** - What challenges have been encountered in the past few weeks? Any issues with the course materials? Do you have any new expectations or concerns on any of the assignments for the course or syllabus requirements?
* **Meaning/Usefulness** - What lecture, reading, resource, activity, or discussion had the most meaning or was most helpful in these past few weeks? Be specific and give details on how and why you found the information valuable and how you may use it in your final project or perhaps later in your learning.
* **Engagement/Participation** - Grade your participation on a scale of zero to 5, with 5 being the highest. Think about attendance, reading of materials, contributions to class discussions, sharing relevant examples to the class topic, listening, expanding other contributions/ideas, etc.

**\*SEE CANVAS FOR MORE DETAILS ON ALL ASSIGNMENTS\***

**Class Policy Statements:**

* Familiarize yourself with the AU Student eHandbook and all policies
* Review the AU Graduate Handbook
* **Academic Honesty:**
* The Student Policy eHandbook rules and regulations about Academic Honesty will apply to this class.
* All coursework should be properly cited using APA format.
* **Coursework from other courses cannot be used unless FIRST discussed with the professor and substantially revised or updated for the class.**
* **Absences/Inactivity in Class**
  + You are expected to log in to the online class resources regularly and participate in all exercises and requirements as scheduled.
  + **Login access is regularly monito**red, including viewing lectures and time of logins and time online.
  + It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed or late assignments.
  + When feasible, the student must notify the instructor before the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.
  + 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 (7 calendar days).
  + 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 presented for absence verification purposes.
    - The falsification or forgery of medical documentation is considered an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook by the Academic Dishonesty Committee.
  + **Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission;** the instructor will weigh the merits of the request and render a decision based on policy, fairness, and course expectations.
  + Situations of “extenuating” circumstances (i.e., Extended stays in the hospital) should be communicated to the instructor as soon as is possible.
    - Students should make every effort to resolve any missing work upon their return to class(es).
    - Appropriate documentation will be required to arrange for special scheduling needs in these circumstances.
  + **If the total number of absences and late or missing assignments equals more than 20 percent of the class**, students may be directed to (1) request a withdrawal based on medical or other circumstances allowed by university policy; and/or (2) drop the course re-enroll when permitted.
* **Late/Make-up Assignments: (excused absences ONLY)**
  + Students must provide university-approved documentation in cases where the absence should be considered “excused.” Again, please see the AU Student Policy eHandbook for more information on excused absences.
  + Students with excused absences may turn in assignments up to one week (7 days) after the due date and not be penalized.
    - Late assignments presented or turned in late after seven calendar days will not be accepted and will receive a grade of zero (0).
    - Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to 7 calendar days).
* **Other Class Policy Statements**
  + ***The instructor reserves the right to alter the schedule and content of this syllabus to accommodate the needs of the students and in light of University and academic schedule changes.***
  + **Technology** 
    - Additional course materials are made available through Auburn University’s learning management system (LMS), Canvas.
    - Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing, and chats with the instructor, along with testing and submission of assignments.
    - **A student taking the online version of the course will need a reliable computer, must understand how to operate a variety of software programs, and will need to decide if online learning is a good option for them as an individual**.
    - Some items DO NOT work in the mobile environment.
    - A student taking this course needs a RELIABLE Internet connection
    - **If you have questions about this, please email me during the first week of class.**
  + **Instructor Contact**
    - Students are also strongly encouraged to contact the instructor via email for assistance or clarification if personal in nature; otherwise, please use the Discussion Board for FAQs in Canvas for course questions and assignments.
    - **The instructor will respond within 2 business days of email receipt; DO NOT expect an immediate response.**
    - Zoom meetings can be scheduled for additional clarification.
    - Communication on assignments can and should be conducted through Canvas
  + **Email**
    - Auburn University has provided each student with an email account and should be used appropriately as the official and professional communication medium between the University and the student.
    - For this reason, students should communicate with the instructor using only their official University account as Email originating from Hotmail, AOL, Gmail or other non-Auburn sources may not be opened by the instructor and are not official communications
  + **Back-up of Files and Assignments**
    - It is the student’s responsibility to maintain 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.
    - **Failure to submit assignments due to data loss is not an acceptable excuse.**
  + **Professional Classroom Behavior**
    - 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

**Accommodations:**

Students who need accommodations are asked to submit their approved accommodations through AU Access electronically **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 email. 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). Please visit their web site at <http://accessibility.auburn.edu/>

**Justification for Graduate Credit:**

Participants in this class must have an advanced knowledge level of the clientele to utilize instructional technology in a variety of learning environments. Participants will be required to demonstrate their ability to integrate instructional technology into teaching and learning with adults based upon applying and synthesizing principles associated with this course.