EDMD 7230 – THEORY & PRACTICE OF DISTANCE EDUCATION

# Credit Hours

3 semester hours

Date Syllabus Prepared: May 2024

# Professor

Dr. Sara Wolf (4080 Haley Center, [wolfsa1@auburn.edu](mailto:wolfsa1@auburn.edu))

# Office Hours

MW by appointment; web or telephonic conferences by appointment (email to schedule appointment)

# Texts

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th ed.)*. American Psychological Association (Required)

Simonson, M., Smaldino, S. & Zvacek, S. (Eds.). (2024). *Teaching and learning at a distance: Foundations of distance education* (8th ed.). Information Age Publishing. (required)

*\*note: All textbooks will be available in Canvas via All Access text. Students who wish a print version should contact Rusty Weldon (*[*books@auburn.edu*](mailto:books@auburn.edu)*) at the AU bookstore.*

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:

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.

# 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.

# Course Objectives

Upon completion of course activities students will be able to:

1. Describe the key theories related to the field of distance education.
2. Apply the key theories of distance education in the design & development of learning objects.
3. Apply the key theories of distance education in the design & development of an online learning module.
4. Justify decisions made in the design/development process with references to the theoretical body of literature in distance education and subject-area specialties.

# Course Requirements:

* Complete all required assignments and appropriate optional assignments of your choice.
* Collegially participate in online and in-class discussions.
* Synthesize major DE developments and research trends relating to specific subject area(s).
* Design & Develop 1 online learning module.
* Write a justification paper correlated with the development of an online learning module.
* Design & Develop appropriate learning objects within an online learning module.

***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.

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.

# Course Content

I’ve designed the content of this course to fall into two broad categories: 1) Theory/Research and 2) Practice/Practical. Approximately one-half of the semester is devoted to each area. The theory/research portion focuses on the broad themes of, “best practice,” “foundational concepts,” and “applicable laws.” The practical portion focuses on the skills needed to design and implement a DE module of your choosing. However, as we have only 15 weeks this semester in which to learn a great deal of skill-based material, there will necessarily be some choices to be made regarding which of those skills you elect to explore. I’ve described the choices that are available to you in the “Assessment” portion of this document. Please read that section carefully so that you fully understand the options available to you this semester.

Note1: The designated “day” that this course meets is Wednesdays. Therefore, the instructional week during the semester for this class will run from Friday – Wednesday each week. This schedule permits me to be available during the regular workweek to students who have questions prior to due dates for assignments. It also permits students to schedule the work for each week in such a way that best fits their own schedules. While assignments will typically be due at noon on Thursdays, holiday weeks and other university scheduling constraints may cause assignments to be due on different days of the week (most likely a Friday). Take careful notice of the due dates listed in the Canvas Assignments for each project or assignment. This also permits students to have a “Week 0” during which they can prepare for the first “day” of class, as well as gives students who might wish to enroll during the first week that classes are in session time to do so without missing due dates or assigned work.

Note2: Refer to the Course Roadmap (separate document – downloadable in Canvas) for due dates and the relationship between required and optional assignments.

Note3: Shaded weeks indicate the “Theory” portion of formal work. Non-shaded weeks are the “Practice” portion of formal work.

Key: Sim = Simonson Text; RW=Reflective Writing

|  |  |
| --- | --- |
| **Week/Date** | **Topic/Reading/Activity** |
| Week 0  May 16-21 | Let’s Begin!  **Read:** Course Policies, FAQ, Syllabus, Roadmap, Design Rationale, etc. (all available on Canvas)  **Do/Prepare:** Explore the services that are available to graduate students in the Miller Writing Center |
| Week 1  May 22 | Foundations & Theoretical Base for Distance Education  **Read:** Chapter 1 & 2 Sim  **Do/Prepare:**   1. Complete the Introduction Peer Feedback Discussion. 2. Complete the Reflective Writing Prompt(s) if desired. Reflective Writing Prompts can be found on Canvas. |
| Week 2  May 29 | Research in Distance Education  **Read:** Chapter 3 Sim  **Do/Prepare:**   1. Search for and locate several online tools for creating graphic organizers and timelines. 2. Explore at least 3 different of these tools, with the goal of selecting one for the graphic organizer / timeline assignment. 3. Complete the Reflective Writing Prompt(s) if desired. Reflective Writing Prompts can be found on Canvas. 4. Begin work on the Syllabus Modification assignment if desired. |
| Week 3  Jun 05 | Instructional Design & Assessment of Learning in Distance Education  **Read:** Chapter 5 & 9 Sim  **Do/Prepare:**   1. Ensure that if you haven’t already, to submit your final project for final approval. 2. Submit Syllabus Modification if desired. 3. Provide Peer Feedback on modified syllabi if desired. 4. If you haven’t already, begin work on your Research Timeline – or – Infographic assignment. 5. Complete the Reflective Writing Prompt(s) if desired. Reflective Writing Prompts can be found on Canvas. 6. If you haven’t already, begin work on your Wiki Page – OR – Online Assignment & Rubric assignment. Only ONE of these is required. You may elect to complete both. |
| Week 4  Jun 12 | Learning/Support Materials in Distance Education  **Read:** Chapter 8 Sim  **Do/Prepare:**   1. Submit Wiki Page – OR – Online Assignment & Rubric. Only ONE of these is required. You may elect to complete both. 2. Provide Peer Feedback on Wiki Page or Online Assignment. Only ONE of these is required. You may elect to complete both. 3. Continue work on your Research Timeline – OR – Infographic assignment. 4. Complete the Reflective Writing Prompt(s) if desired. Reflective Writing Prompts can be found on Canvas |
| Week 5  Jun 17-21 | ONLY ASYNCHRONOUS CLASS THIS WEEK  We will not meet via Zoom on June 19th in honor of Juneteenth.  Teaching and Instructional Delivery in Distance Education  **Read:** Chapter 6 Sim  **Do/Prepare:**   1. Submit Research Timeline – OR – Infographic Assignment. Only ONE of these is required. You may elect to complete both. 2. Complete the Reflective Writing Prompt(s) if desired. Reflective Writing Prompts can be found on Canvas. 3. If you haven’t already, begin working on your Online Quiz – OR – Google Form Assignment. Only ONE of these is required. You may elect to complete both. |
| Week 6  Jun 26 | Evaluation of Distance Education Efforts  **Read:**   * Chapter 12 Sim * Chapter 6 Tobin (p. 119-160) Available in Canvas   **Do/Prepare:**   1. Submit Online Quiz – OR – Google Form Assignment. Only ONE of these is required. You may elect to complete both. 2. Provide Peer Feedback on Online Quiz – OR – Google Form Assignment. Only ONE of these is required You may elect to complete both. 3. If you haven’t already, begin work on your Accessible PDF assignment if desired. 4. Complete Milestone 1 Assignment if desired. 5. Complete the Reflective Writing Prompt(s) if desired. Reflective Writing Prompts can be found on Canvas. 6. If you haven’t already, begin work on your Curated Content Assignment. 7. If you haven’t already, begin work on your Final Project. |
| Week 7 – 10  Jul 03 – 31 | **NOTE:** The remainder of the semester is devoted to you putting the theories and concepts that you’ve been studying into practice. We will **not** meet via Zoom on JULY 10, but will have short meetings every other week. The agenda for these meetings will be posted in CANVAS.  Connecting Theory & Practice  **Read:** As needed for personal information  **Do/Prepare:**   1. Submit Accessible PDF assignment if desired. 2. Provide Peer Feedback on Accessible PDF assignment if desired. 3. Continue work on your Curated Content Assignment. 4. Begin work on:    1. Instructional Image assignment if desired. Submit on Jul 10 if desired.    2. Demo Video assignment if desired. Submit on Jul 24 if desired.    3. Podcast/Audio assignment if desired. Submit on Jul 24 if desired. 5. Submit Milestone 2 assignment on Jul 10 if desired. 6. Submit Milestone 3 assignment on Jul 24 if desired. 7. If you haven’t already, begin work on your Justification Paper by Jul 17. 8. Continue work on your Final Project and Justification Paper. |
| Finals Week  Jul 31 | **Do/Prepare:**   1. Submit Final Project by Jul 31 – NOON. 2. Submit Justification Paper by Jul 31 – NOON. |

# Assessment

I designed this class with an a la carte grading system. That is, there are many opportunities to earn points (i.e., tasks), only some of which are required. Your aim is to accumulate at least 165 earned points over the course of the semester, assuming you desire to earn an “A” for the class final grade. The following limitations apply to your ability to earn points during the semester:

* + You may attempt any or all of the opportunities as long as you comply with a set of limits (see the Assignment Roadmap and notes from class for clarification about the limits).
  + In order for a submission of a task to contribute to your point total, your score must be 75% or greater on that assignment.
  + In order to enforce the required nature of some assignments, failure to submit a required assignment will result in a “negative” grade for that assignment. That is, if the required assignment is worth 10 points, and you fail to submit it, your grade for that assignment will be –10 points. Be careful! Negative points tend to accumulate easily if you aren’t careful to attend to the schedule of required work.
  + You must also meet point-earning deadlines at two points during the semester in order to retain your eligibility to earn an “A” for the final grade. Those deadlines are:

|  |  |
| --- | --- |
| Option 1 -- | Jun 14: 40 points OR |
| Option 2 -- | Jul 12: 90 points |

Your final point total will be calculated according to the following formula:

Eligible Points earned (subject to submission limits and 75% score threshold)

—Point value of unsubmitted required tasks

Final Point Total

Final Letter Grades will be determined according to the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Earned Points @ DEADLINES:** | | |  | |
| **I** | **OR** | **II.** |
| The best grade for which you are  eligible is: | | | **A B** |  |
| **If you are eligible for an A:**  A = ≥ 200 final point total  B = 180-199.99 final point total  C = 160-179.99 final point total  D = 140-159.99 final point total  F = < 140 final point total | | | **If you DO NOT meet the deadlines, and are, therefore, ineligible for an A:**  B = ≥ 180 final point total (≥ 90% on Canvas)  C = 160-179.99 final point total (< 90% and ≥ 80% on Canvas) D = 140-159.99 final point total (< 80% and ≥ 70% on Canvas)  F = < 140 (< 70% on Canvas) | **Final Letter Grade** |

# 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.

## 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 asothers, 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):
   1. Providing assistance to classmates for “troubleshooting” purposes
   2. Treating classmates with respect and dignity
   3. 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:
   1. Coming to class prepared with materials and any handouts that you might need to complete class activities
   2. Giving guest speakers your full attention
   3. Keeping off-task computer-based tasks (email, shopping, etc.) to a minimum during break time and non-existent during lectures or guest speaking engagements.
   4. Ensuring that your connection to the synchronous activities is strong, reliable, and distraction-free.
   5. Cooperating with your team member(s) for team projects in a professional way
   6. 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 **on the date noted in Canvas**. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.
2. Any required 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 be graded as if they were unsubmitted (e.g. as negative points). 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. Optional assignments are not eligible for late submission. If you miss an optional assignment’s due date, simply move on to the next assignment available for submission. There are ample opportunities for you to submit optional work, so don’t fret if you miss an optional assignment.
4. EDMD 72307236 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.
5. 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 cloud storage space provided by Auburn University (OneDrive or Box) as one of their back-up options. However, this should **not** be the **only** option used by students. Personal storage media 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 online class meetings is expected. I typically do not have trouble with graduate students “skipping” classes. This is ESPECIALLY true for any guest speakers who might be joining our online synchronous discussions.
* 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.

## 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).](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) 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 Program for Students with Disabilities 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.*