# EDMD 3300 -- Instructional Technology for Educators

## Credit Hours

2 semester hours (lecture/lab)

Date Syllabus Prepared: August 2025

## Professor

Dr. Sara Wolf (3307 Education Bldg, wolfsa1@auburn.edu)

Office Hours (Individual web-conference): by Appointment

Zoom Room address: [https://auburn.zoom.us/j/95357923241](https://auburn.zoom.us/j/93754879387)

## Text(s):

Roblyer, M. D. and Hughes, J. E. (2023). *Integrating educational technology into teaching: Transforming learning across disciplines* (9th edition). Pearson.

*\*note: textbook will be available in Canvas via the Access Pearson Tool (code from the Redshelf tool). Students who wish a print version should contact the AU bookstore (*[*books@auburn.edu*](mailto:books@auburn.edu)*).*

Other readings as assigned by the instructor

## Other Materials:

### Required:

*Electronic Storage media* (OneDrive use *strongly recommended*). Due to the risk associated with potential loss of portable storage media, we strongly recommend that students make use of the University provided OneDrive account that each Auburn Student may access. This account is accessible where ever you have access to the internet and can also potentially sync with your personal computer.

*Computing Device:* Due to the COVID-19 related campus closure, this class will be delivered using distance education technologies and methods. Students are expected to access course materials using a personal device that is capable of accessing internet-based materials (Canvas, web pages, documents, images, videos, etc.) that will be used for in-class activities.

### Recommended:

*3-ring binder*. Students who elect to receive a low-cost print edition of the text are encouraged to use a binder to contain the pages.

*Software*.Students will be using a variety of software packages throughout the semester. Some of the pieces of software are available to students on the AU campus. Students should ensure that they have the skills and ability to permit trial versions of software to be loaded onto their personal devices (if appropriate).

## Course Description:

Basics of current and emerging instructional and communication technologies with primary emphasis on curricular integration. Location, selection, and application of technology resources (Internet, commercially authored software, etc.) for curricular needs with emphasis on developmental stages, learning styles and learning taxonomies.

## Course Objectives:

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators taught within this course for are in bold font in this list. These indicators pertain to “Content Knowledge,” “Teaching & Learning,” “Literacy,” and “Professionalism.”

**Content Knowledge**

* Designs instructional activities based on state content standards
* Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

**Teaching & Learning**

* Designs coherent lessons that integrate a variety of instructional strategies
* Uses formative assessments to adjust instruction
* Uses summative assessments to measure learner attainment of specified learning targets

**Literacy**

* Demonstrates standard oral and written communications
* Identifies and integrates available emerging technologies into the teaching of all content areas
* Facilitates learners' individual and collaborative use of technology

**Professionalism**

* Exhibits professional ethics and integrity
* Complies with local, state, and federal regulations and policies
* Exhibit skills related to productive reflection and self-regulation

## Course Requirements:

* Successfully complete all required assignments.
* Participate in activities and discussions in an active and collegial fashion.

***Note:***([https://sites.auburn.edu/admin/universitypolicies/  
Policies/CreditHourPolicy.pdf](https://sites.auburn.edu/admin/universitypolicies/Policies/CreditHourPolicy.pdf)) Please be aware that the university has the expectation that for each credit hour a course is worth, students should spend between **3 and 3½**  total hours per week on that course. So, for EDMD 3300 (a 2 credit hour course) students should expect to spend **6-7 hrs** per week working on assignments, studying for quizzes and completing other activities for the class. These numbers are true for a regular semester-long class that does not include a lab component. For classes that have lab components, such as EDMD 3300, the lab work is in addition to the in-class work. As a rule, the 6-7 hr expectation is an “average” expectation. Some weeks, the time required will be lighter than others. Some weeks, it will be heavier. Also, some students may require a fewer number of hours spent in class preparation.

## Course Content Calendar:

**Key: LOQ# = Learning Objective Quiz; CQ# = Chapter Quiz**

**Note1: Learning Objective Quizzes are due on MONDAYS. Chapter Quizzes are due on WEDNESDAYS, as indicated in the due date in Canvas. These represent the due date of your work for a particular chapter. Both LOQ and CQ can be submitted up to two days late, after which late work for those chapters is not accepted.**

**Note2: There is ONE week where the MWF schedule is altered a bit. The week of Fall Break (Oct 9 & 10) the schedule is slightly different. I’ve scheduled the quiz to give you more time to complete it in order to allow for the two days of Fall break.**

| **Date** | **Topic** | **Activities** | **Assignments Due Date (Late Date)** |
| --- | --- | --- | --- |
| Aug 18  Aug 20  (Aug 22) | Classes Begin (Aug 18)  Educational Technology in Context: The Big Picture | Read Chapter 1;  Complete Associated Learning Objective Quiz;  Complete Ch. 1 Quiz | LOQ 1: Aug 18 (Aug 20)  CQ 1: Aug 20 (Aug 22) |
| Aug 25  Aug 27  (Aug 29) | Theory into Practice: Foundations for Transformative Technology Integration | Read Chapter 2;  Complete Associated Learning Objective Quiz;  Complete Ch. 2 Quiz | LOQ2: Aug 25 (Aug 27)  CQ 1: Aug 27 (Aug 29) |
| Sep 01  Sep 02  (Sep 04)  Sep 03  (Sep 05) | Labor Day – No Class  Learning and Leading for Transformative Technology Integration | Read Chapter 3;  Complete Associated Learning Objective Quiz;  Complete Ch. 3 Quiz | LOQ 3: Sep 02 (Sep 04)  CQ 3: Sep 03 (Sep 05) |
| Sep 08  Sep 10  (Sep 12) | The Web & Web-Based Content Resources | Read Chapter 4;  Complete Associated Learning Objective Quiz;  Complete Ch. 4 Quiz | LOQ 4: Sep 08 (Sep 10)  CQ 4: Sep 10 (Sep 12) |
| Sep 15  Sep 17  (Sep 19) | Instructional Content Software for Student Learning | Read Chapter 5;  Complete Associated Learning Objective Quiz;  Complete Ch. 5 Quiz | LOQ 5: Sep 15 (Sep 17)  CQ 5: Sep 17 (Sep 19) |
| Sep 22  Sep 24  (Sep 26) | Design, Analysis, and Creation | Read Chapter 6;  Complete Associated Learning Objective Quiz;  Complete Ch. 6 Quiz | Examination 1: Ch. 1-5 (Sep 26)  LOQ 6: Sep 22 (Sep 24)  CQ 6: Sep 24 (Sep 26) |
| Sep 29  Oct 01  Oct (03) | Communication, Collaboration, and Making | Read Chapter 7;  Complete Associated Learning Objective Quiz;  Complete Ch. 7 Quiz | LOQ 7: Sep 29 (Oct 01)  CQ 7: Oct 01 (Oct 03) |
| Oct 06  Oct 08  (Oct 13) | Teaching & Learning with Technology in Blended and Online Environments | Read Chapter 8;  Complete Associated Learning Objective Quiz;  Complete Ch. 8 Quiz | LOQ 8: Oct 06 (Oct 08)  CQ 8: Oct 08 (Oct 13) |
| Oct 13  Oct 15  (Oct 17) | Teaching & Learning With Technology: Special Education | Read Chapter 9;  Complete Associated Learning Objective Quiz;  Complete Ch. 9 Quiz | LOQ 9: Oct 13 (Oct 15)  CQ 9: Oct 15 (Oct 17) |
| Oct 20  Oct 22  (Oct 24) | Teaching & Learning With Technology: English / Language Arts | Read Chapter 10;  Complete Associated Learning Objective Quiz;  Complete Ch. 10 Quiz | LOQ 10: Oct 20 (Oct 22)  CQ 10: Oct 22 (Oct 24) |
| Oct 27  Oct 29  Oct 31) | Teaching & Learning Languages with Technology | Read Chapter 11;  Complete Associated Learning Objective Quiz;  Complete Ch. 11 Quiz | Exam 2: Ch. 6-10 Oct 31  LOQ 11: Oct 27 (Oct 29)  CQ 11: Oct 29 (Oct 31) |
| Nov 03  Nov 05  (Nov 07) | Teaching & Learning with Technology in Science, Engineering, and Math | Read Chapter 12;  Complete Associated Learning Objective Quiz;  Complete Ch. 12 Quiz | LOQ 12: Nov 03 (Nov 05)  CQ 12: Nov 05 (Nov 07) |
| Nov 10  Nov 12  (Nov 14) | Teaching & Learning with Technology in Social Studies | Read Chapter 13;  Complete Associated Learning Objective Quiz;  Complete Ch. 13 Quiz | LOQ 13: Nov 10 (Nov 12)  CQ 13: Nov 12 (Nov 14) |
| Nov 17  Nov 19  Nov 21 | Teaching & Learning in with Technology Music and Visual Arts | Read Chapter 14;  Complete Associated Learning Objective Quiz;  Complete Ch. 14 Quiz | LOQ 14: Nov 17 (Nov 19)  CQ 14: Nov 19 (Nov 21) |
| Nov 24-Nov 28 | Thanksgiving Break | | |
| Dec 01  Dec 03  (Dec 05) | Teaching & Learning in with Technology Health and Physical Education | Read Chapter 15;  Complete Associated Learning Objective Quiz;  Complete Ch. 15 Quiz | LOQ 15: Dec 01 (Dec 03)  CQ 15: Dec 03 (Dec 05) |
| Dec 08-12  Finals | FINAL EXAM & FLEX WEEK – AS NEEDED | | |

## Assessment:

**\*The top 10 scores (by percentage) of your Learning Objective Quiz, and Chapter Quizzes will contribute to your final grade, plus your two exams. That means that it is possible for you to complete your work for this class by the beginning of April, if you’re satisfied with the points that you’ve earned to that point in the semester.**

**The first 8 chapters are mandatory. Then, you must select at least 2 more chapters to complete. This will give you 10 total chapters completed. Once you’ve completed 10 chapters, if you’d like to improve your score, you may select any of the other chapters that you did not already complete as extra credit.**

**I will calculate your score on the 10 highest scores of chapters that you finish.**

|  |  |
| --- | --- |
| Chapter 1: Learning Objective Quiz 9 pts | **Calculating Your Final Grade Percentage:**  1) Determine the highest 10 scores of your LO assignments by percentage.  2) Calculate the average of these “top 10” scores.  3) Determine the highest 10 scores of your Chapter Quizzes by percentage.  4) Calculate the average of these “top 10 scores.”  5) Add your   * Top 10 LOQ Avg * Top 10 CQ Avg * Exam 1 % score * Exam 2 % score   6) Divide by 4  7) Compare to grading scale below  This method yields the following weighting:  LOQ. Avg: 25%  CQ Avg: 25%  Examinations: 50%  **Grading Scale:**  90-100% A  80-89.99% B  70-79.99% C  60-60.60.99% D  <60% F |
| Chapter 2: Learning Objective Quiz 9 pts |
| Chapter 3: Learning Objective Quiz 9 pts |
| Chapter 4: Learning Objective Quiz 12 pts |
| Chapter 5: Learning Objective Quiz 9 pts |
| Chapter 6: Learning Objective Quiz 9 pts |
| Chapter 7: Learning Objective Quiz 9 pts |
| Chapter 8: Learning Objective Quiz 9 pts |
| Chapter 9: Learning Objective Quiz 6 pts |
| Chapter 10: Learning Objective Quiz 6 pts |
| Chapter 11: Learning Objective Quiz \* 6 pts |
| Chapter 12: Learning Objective Quiz \* 12 pts |
| Chapter 13: Learning Objective Quiz \* 6 pts |
| Chapter 14: Learning Objective Quiz \* 6 pts |
| Chapter 15: Learning Objective Quiz \* 6 pts |
| Chapter 1: Quiz 10 pts |
| Chapter 2: Quiz 10 pts |
| Chapter 3: Quiz 10 pts |
| Chapter 4: Quiz 10 pts |
| Chapter 5: Quiz 10 pts |
| Chapter 6: Quiz 10 pts |
| Chapter 7: Quiz 10 pts |
| Chapter 8: Quiz 10 pts |
| Chapter 9: Quiz 10 pts |
| Chapter 10: Quiz 10 pts |
| Chapter 11: Quiz\* 10 pts |
| Chapter 12: Quiz\* 10 pts |
| Chapter 13: Quiz\* 10 pts |
| Chapter 14: Quiz\* 10 pts |
| Chapter 15: Quiz\* 10 pts |
| Examination 1 (Ch 1-5) 30 pts |
| Examination 2 (Ch 6-10) 30 pts |



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

## Class Policy Statements:

### Special notes:

* Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
* Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
* Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the Canvas messaging options. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

### Professionalism:

*The College of Education Statement on Professionalism:* As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

*EDMD 3300 Policies related to Professionalism:*

* An important skill for teachers is the ability to communicate effectively with a wide variety of people. Parents, administrators, students and peers all participate in the communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructors are aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is *not appropriate* in a professional setting, such as with instructors and professors. Therefore, the instructors expect students to use standard forms of grammar, punctuation and spelling when using email to inquire about course-related activities or problems. Some examples of inappropriate written communication habits that have been used by past students include:
  + Addressing the instructor using inappropriately familiar language
  + Use of “Hey…” to begin written communication
  + Use of all capital letters in a message
  + Failure to punctuate and spell properly
  + Formatting written communication as if it were an instant message or text message between peers (particularly the use of text message shorthand)

This list is not exhaustive, however, it does provide a good starting point for proof-reading and editing of written communication.

* In addition to professional written communication, EDMD 3300 students are expected to comport themselves in a professional manner during class meeting times as well as conferences with the instructors. Accessing non-class related websites during class (i.e. Face Book, wedding planning sites, etc.) demonstrates a lack of professionalism and respect for the instructor and others enrolled in the class. This type of web use during class should not occur.
* 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 any scheduled synchronous online activities each week, you must *contribute in a collegial manner* in order to achieve ‘participation’ status. To this end,

***Participation in EDMD 3300 is defined as:***

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

**This list is by no means exhaustive.** There are many ways to participate in class and online. It

is intended to be a basic list that can be expanded upon by you when appropriate. If you think of

an item that you think should be added, please do not hesitate to let me know.

### Assignment Submission:

1. Assignments are usually due by noon on the date listed in the syllabus. Canvas has specific due date times listed for each assignment.
2. Late Assignments: As a general rule, late assignments are not permitted. Each assignment has been carefully constructed to provide a foundation on which future assignments rest. Therefore, late work tends to snowball throughout the semester. However, we acknowledge that there are times when having a bit of grace permits you to submit better work than if we were to be inflexible regarding due dates. To this end, late assignments are NOT permitted UNLESS prior arrangements have been made between the student and the instructor. Generally, 24 hrs. notice for the need of an extension is considered reasonable. We understand when things like power outages due to summer storms happen, as well. Please be sure to communicate with us as soon as possible after a storm has passed that disrupted your power, so that we know you’re safe and we can help you establish a timeline for the submission of any work that was due while you were unable to connect to the Internet.
3. EDMD 3300 instructors will utilize the Canvas assignment drop box for the submission of most work. **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:

* + **We will be using Auburn University provided shared file space for some document sharing throughout the course of the semester. Be advised that this folder is NOT to be used for archiving of your work.**
  + It is the *student's responsibility* to maintain backup copies assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their One Drive space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Cloud storage, backup removable media and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.
  + Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
  + The instructor may request to see a student's backup copies of electronic files at any time during the semester in order to assess progress.

### Personal Electronic Device(s) Policy (based on the AU Classroom Behavior Policy)

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

* As a future professional educator it is important that you are able to demonstrate an appropriate level of attentiveness during professional meetings such as faculty meetings, parent/teacher conferences, and staff development workshops. The parallel to those activities is demonstrated in your attentiveness during synchronous 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 synchronous 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 be set to silent so that they do not disrupt synchronous activities.** If your device interrupts a synchronous session, I will request that you change its setting to “silent”. If I have to mention it again during that session, I will ask you to leave the session so that the other students are able to continue learning without interruption.
* 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 synchronous 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 synchronous class sessions (unless specifically directed to do so by your instructor) include (but are not limited to):
  + Visiting Social Network sites such as Facebook or Instagram
  + Online shopping/ordering
  + Wedding Planning
  + Online gaming
  + Completing or working on assignments or projects for classes other than this one
* Some examples of activities that you should feel free and are encouraged to engage in during class time include (but are not limited to):
  + Following along with skills lessons
  + Asking your instructor for technical help for projects of any sort (time permitting). We want you to ask questions, that’s how you learn. If you have a technology problem with a project or assignment for another class, we’re happy to help to the extent possible.
  + Demonstrate to your instructor how you’ve implemented skills or concepts learned in one class session to projects/assignments for another class session.
  + Submit to the instructor resources that may apply to skills, topics, or lessons that have been completed in class. If they’re good, we’ll include them on the class Canvas site.
  + Use the technology resources available to you in the classroom in order to organize your own learning activities for class.
  + During appropriate times, explore, try, learn, … put your hands on the software or other equipment and “get your hands dirty.” That’s also how you learn.
* Cell phones should be set to silent or vibrate and be kept in your bag or pocket during class time. Your instructor will not have a cell phone on, neither should you. If you have a compelling reason to have your phone visible and in a potentially distracting situation, you must receive permission from the instructor first. Otherwise, you will be asked to put the phone away as indicated in the first bullet point.

### Attendance Policy

(https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf)

* As future professionals, it is incumbent upon you to demonstrate that you are ready to begin meeting the demands of the teaching profession. When you are employed as a full-time teacher, you will be expected to be present in your classroom each of the days of your contract (typically 150-180 teaching days per year plus additional staff-only days, depending on the district). ***You cannot teach if you are not present!***
* Many school districts distribute “perfect attendance” awards to students and to staff each year. In this light, I will do the same thing for class. If you have perfect attendance (that means that you are present and on time TO SYNCHRONOUS CLASS SESSIONS each time there is a class meeting without leaving before the class is dismissed) you will receive 5 extra credit points at the end of the semester. This policy applies to both excused and unexcused absences.
* I will take attendance each synchronous class session. If you are unable to complete required work by the listed due date due to illness or other excused reason, you must be sure to let the instructors know as soon as you are aware that you aren’t able to meet the deadline. Then, when you are feeling better and are able to continue with your work, you should let your instructor know so that we can help you determine the best way to get back on track.
* Other unavoidable absences (e.g. pre-scheduled medical appointments, travel for university sponsored events/organizations, etc.) from scheduled synchronous class sessions 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 rationale/support of excused absences for make-up purposes
* “Excused” absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be “Unexcused” until and unless the instructor is in possession of the appropriate communication or documentation for that absence.** Please be aware that the instructor will verify any or all medical or other documentation that is presented for absence verification purposes. *The falsification or forgery of medical documentation or other documentation for absence verification is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook by the Academic Dishonesty Committee.* Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

### COVID-19 Related Class Policy

* Attendance at the in-person class sessions is optional, and subject to seating availability.
* ALL participants in the in-class sessions MUST wear a mask for the entirety of the class session, for the entirety of the semester.
* ALL participants in the in-class sessions MUST maintain appropriate distancing (6 ft separation) from other participants. Each person attending the in-person class sessions is expected to wipe down their work space prior to leaving the classroom.
* Web-conference appointments are available for students to request for meetings with the instructor and/or GTA in circumstances where wearing a mask is not possible or chosen.
* As the semester progresses, there may be instances where you, a room mate, or a member of your family or sports team become directly impacted by COVID-19. If that happens, and you find that your progress through the course is affected, make SURE that you reach out to the instructor so that an appropriate plan can be created to help you manage that situation.

### Make-up quizzes:

Make-ups for quizzes will be given **only** for University approved excuses as outlined in the Student Policy eHandbook. Arrangements to take a make-up quiz must be made in advance. Students who miss a quiz or an exam because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they are able to return to working on class activities. See above for specific information regarding the documentation of pre-scheduled absences from synchronous class activities.

### Make-up assignments:

Students who miss synchronous class sessions on days when assignments are due have two responsibilities. First, they must submit the work that is due *by the deadline listed* using the online submission procedure(s) (i.e. Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to provide the instructor with appropriate documentation/communication/rationale when the absence should be considered “excused.” If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification *prior* to the absence.

Situations of “extenuating” circumstances (ie. Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to working on class activities. Appropriate documentation **will** be required in order to make arrangements for special scheduling needs in these circumstances.



### Academic Misconduct:

*The College of Education’s Honesty statement:* The University Academic Honesty Code Rules and Regulations pertaining to Cheating will apply to this class.   
*EDMD 3300 Honesty statement:* All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct. The University Academic Honesty Code will be followed in the event of academic misconduct. Acts of dishonesty in any work will result in a grade of "Pending" (PE) for the affected assignment for all parties involved until such time as the matter is resolved as per university policy. See the Student Policy eHandbook for more specific information. ([https://sites.auburn.edu/admin/universitypolicies/Policies/  
AcademicHonestyCode.pdf](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf)) Each instructor will provide specific information regarding what constitutes acceptable and unacceptable practice regarding use of the work from others to the students of each class. Students who have questions regarding the acceptability of any action dealing with class-related work should contact the instructor prior to submitting the work for credit. Once the work has been submitted for evaluation and/or credit to the instructor, academic honesty standards will be applied to the work and the student.

### Information Security:

There will be times during the semester when students are asked to use the VIRTUAL MACHINE to access software for class activities. This requires the use of VPN connections. This helps ensure that the security of your computer at home is maintained. Please be sure to remember that while your Tigermail email account is an official method of communication with the university and professors, sending attachments that contain personally identifiable information such as your Banner number, grades, or other private data puts that information at risk of compromise. Therefore, if you need to have a discussion about this sort of information, please be sure to make an appointment to speak with us in real-time. If we need to see a document, or display a document, we are able to use screen sharing capabilities that permit that document to remain on the computer and not be sent through the Internet.

Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

### Accommodations:

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Accessibility Office at 1244 Haley Center, 844-2096 (V/TT).  
Other Class Policy Statements:

*The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.*