Course Title: EDUL 7163 – Technology Teaching and Learning – Spring 2013

Course Prefix:	Course No.:	Section No.:
EDUL	7163	

Department of	Educational Leadership and Counseling	**College of**	Education

Instructor Name:	*Dr. Patricia Hoffman Miller*
Office Location:	*DELCO- 111*
Office Phone:	*936-261-3547*
Fax:	936-261-2631
Email Address:	*phmiller@pvamu.edu*
U.S. Postal Service Address:	Prairie View A&M University P.O. Box 519 Mail Stop MS 2400 Prairie View, TX 77446

Office Hours:	Tuesday	3:00 pm - 5:00 pm
	Monday	11:00 am - 2:00 pm

Virtual Office Hours:	Monday- Friday: 3:00 – 5:00

Course Location:	*Web Enhanced; Hybrid-Moodle* Delco – 220
Class Meeting Days & Times:	Friday: 5:30 – 8:20

Catalog Description:	**EDUL 7163** – Technology Teaching and Learning (3-0) Credit 3 semester hours. Examines technology as a tool for communicating, teaching and learning. Explore technology as an essential learning experience. Interface multimedia with teaching and learning, examine data and research collection and apply technology to administration and academic improvement.

Prerequisites:	Admission to Graduate Program; Admission to Doctoral Program
Co-requisites:	All candidates are required to have email accounts and internet access for this course. Candidates that do not have internet access will NOT be allowed to participate in this course
Required Text:	**Foundations of Educational Technology** Author: Spector, J. Michael Publisher: Routledge Copyright: 2013 ISBN 13-978-0-415-87471-7 **Selected Styles in Web-Based Educational Research** Author: Mann, Bruce L. Publisher: INFOSCI Copyright: 2006 ISBN 1-59140-733-8 **The Present: The Gift of Changing Times** Author: Johnson, Spencer Publisher: Broadway Copyright: 2010 ISBN: 978-0-307-71954-6
Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d **Moodle - E-Courses: *E-Courses***

Course Outcomes/Objectives

The purpose of this course is to introduce you to the foundations of teaching and learning using educational technology while simultaneously supporting you support in the process of becoming a researcher and scholar. You will explore the relationship between educational technology and teaching and learning, between learning and digital media, with a focus towards developing your knowledge of the field. Most importantly, you will learn how to expand your own research interests and begin to situate yourself in the field.

Technology in education twenty years ago tended to represent individuals meeting in computer labs with computers in rows, focusing on basic word processing and EXCEL exercises. Unfortunately, this view currently represents technology in many of our schools and universities. In our current 21st century world, the majority of individuals have a computer, supplementing their technology orientation with wireless interface via notebooks, SMART phones, all connected wirelessly to the Web.

With the introduction of HTML, an utterly unprecedented explosion of resources for learning accessibility was made available to anyone with a computer. Online learning environments such as Blackboard and MOODLE, EDMODO and others simplified teaching online. Most recently, the movement of software to the "cloud" and the explosive growth of social media (Facebook, Twitter, etc.) resulted in the transformation of communication and learning spaces around the world. These accelerating trends offer unprecedented opportunities for new ways of expanding global access to enhancing learning. The trends also threaten traditional ways universities and schools present content material, thus impacting their market share of learners. The introduction of MOOS further exacerbates this problem in K-12 and higher education.

The course is designed to help each student prepare to thrive in an emerging and evolving world. If you are to thrive in this new world, you need to understand how technology is transforming K-12 and higher education and then learn to harness the Web to advance your career as a researcher and teacher. Candidates will explore readings and discussions of major trends that continue to shape the future of all learning.

Some of the emerging and existing trends candidates will explore are:

- growing importance of online learning in higher education
- shift from paper journals to online journals
- the impact of the rapid growth of systems like MOODLE and Blackboard on higher education
- growth of for profits such as U. of Phoenix & ConnectionsAcademy.com (K-12)
- power of portfolios in education and individual careers
- virtual K-12 schools, now in 30 states and growing rapidly

- increased demands for accountability in all aspects of education
- importance of 'data analytics' and 'metrics' for evaluating the efficiency and effectiveness of education

The variety of options available to K-12 and higher education institutions insofar as technology integration is concerned reflects an amorphous collection of ideas, practices and anticipated outcomes. It is critical to understand that despite the potential options available to districts, schools, and universities, technology is an extension of school, district and university learning that directly impacts the success of all candidates.

To this end, the goals and instructional objectives of this course are:

- To provide candidates with an advanced understanding of the content and nature technology as it affects teaching and learning;
- To develop a rich, conceptual framework for recognizing the importance of technology support as an integral component of learning and instruction;
- To familiarize candidates with the impact of human development theoretical frameworks and how they apply to technology applications;
- To explore the contextual factors that shape adult learning theory, andragogy and technology;
- To develop and expand upon the prerequisites of conducting research utilizing technology and the internet; and,\
-
- Assist in the development of advanced skills in critical reading, analytical writing and thoughtful, collegial discussions.

Course Content:

- Critical Reading: The readings contained in this course include a variety of articles, chapters and books. There are a wide variety of constructs included in your reading material from educational scholars and practicing teachers and administrators. I encourage you to read interactively as you consider and reconsider the reading material. Be prepared during each class with a set of questions, comments and issues that you identify as you read.

  Focus on the following questions as you engage in your reading:

  What is the author trying to say?
  How has the author constructed the text?
  What is the author's purpose?
  How do your own values and experiences shape your response to the reading?

How do the author's arguments fit within various communities of discourse?

- ☐ Analytical Writing: Candidates are required to engage in scholarly writing, with support from your professors. Please remember, analytical writing is a skill that is essential for anyone meeting the requirements of doctoral study (courses, comprehensive examination and dissertation). It is understood that each candidate brings a range of writing strengths. During the course of this semester, it is my objective to facilitate your growth as a scholarly researcher and writer.
- ☐ Critical Application/Situational Learning: Candidates will be required to develop a district or university based technology program consistent with the application of human development andragogical theory.
- ☐ Enhanced Web-Presence: Every candidate in the course will develop or enhance their web presence showcasing their work in a portfolio designed to communicate your program of research and your excellence as a teacher with a view to making your work visible to the wider scholarly community.

Preparing for class

Students will be expected to read several conceptual or empirical journal articles or book chapters per class. Your participation grade for that week will be based on how well you are able to participate in evidence-based discussions and class activities. Preparation for class discussion includes such things as:

- reading for understanding
- being able to summarize the key points
- coming to class with questions, insights, related-experiences or resources to share
- being able to substantiate your assertions or disagreements with evidence from the readings, your experiences, or relevant resources
- having the necessary materials with you or accessible to be an engaged participant
- In addition to these readings and participation in class discussion, you may be asked to respond to a discussion question on the MOODLE course site. These will be short (approximately 200-250 words) reaction papers about the readings. These written responses should be thoughtful and show evidence that you have reflected upon the questions asked and the readings.

Leading Class Discussion – Flipped Assignments

You will work with a partner to lead one class discussion over the course of the semester. Your task will be to draw out key themes from the day's readings and to develop discussion questions that engage the class in the central relationship between learning and educational technology. This will involve two tasks:

- Presenting how your own set of research questions are connected to, challenged by, informed by or contradictory to, the day's topic. This means that you will likely want to choose an interesting angle from which to lead the discussion that illustrates the lessons you take from the topic.
- Working with the instructor to design the flow of the day's class, including discussion of the readings and activities.

Online Classes

Classes conducted online will be conducted asynchronously, unless notified otherwise. We know that students learn differently with some being advantaged in a real-time, face-to-face, dynamic discussion environment. Other students are advantaged in online, asynchronous discussion environments where they can think before they write, visibly (rather than orally) engage with the readings and evolving ideas of their classmates, and pull in a multitude of information-rich, online resources to substantiate their perspectives.

- We will seek to engage in collaborative knowledge building online. To this end, we will practice and evolve the Online Discussion Guidelines available in the course Web site.

- In addition, please set up a Twitter account (http://www.twitter.com) relating to this course content *only* and practice micro-blogging throughout the course. These "tweets" will serve as a back-channel for our course, which unlike the Angel course site, is not a formal, walled off community but a conduit to informal, spontaneous, abbreviated sharing, social network-building and operates within the larger social, multimedia universe in which we live.

Note: If you have difficulty obtaining any of the needed resources/learning tools, please e-mail me as soon as possible so that I may assist you.

Course Schedule: (Adjustments and/or Modifications to Occur as Needed)

Date	Reading Assignment	Topical Content	Assignments
1/18/2013	None	Introduction and Course Overview	None
1/25/2013	Parts I & II - Spector	☐ Lecture – What is educational technology? ☐ What are the foundations of human developmental theories? ☐ Is there a relationship between developmental theories and technology applications?	Seminar participation and discussion; in-class assignments;
2/1/2013	Parts III & IV - Spector	☐ Standards for application; ☐ Introduction to K-12 Technology Standards	• Part III – Flipped Presentation • Part IV – Flipped Presentation
2/8/2013 **MOODLE**	Research – Technology Applications	1. **Edmodo:** Teachers and students can take advantage of this great tech tool, as it offers a Facebook-like environment where classes can connect online.	• Instructions: Candidates are to research the list of technology applications provided in the Topical Content section as a

		2. **Grockit:** Get your students connected with each other in study sessions that take place on this great social site. 3. **EduBlogs:** EduBlogs offers a safe and secure place to set up blogs for yourself or your classroom. 4. **Skype:** Skype can be a great tool for keeping in touch with other educators or even attending meetings online. Even cooler, it can help teachers to connect with other classrooms, even those in other countries. 5. **Wikispaces:** Share lessons, media, and other materials online with your students, or let them collaborate to build their own educational wiki on Wikispaces. 6. **Pinterest:** You can pin just about any image you find interesting on this site, but many teachers are using it as a place to collect great lesson plans, projects, and inspirational materials. 7. **Schoology:** Through this social site, teachers can manage lessons, engage students, share content, and connect with other	*group exercise.* • Upon completion of the research, develop a flipped presentation of each tech application with examples of how to integrate the technology in an educational environment • In your presentations, include the technology tools as a part of your presentation

		educators. 8. **Quora:** While Quora is used for a wide range of purposes, it can be a great tool for educators. It can be used to connect with other professionals or to engage students in discussion after class. 9. **Ning:** Ning allows anyone to create a personalized social network, which can be great for both teachers and students alike. 10. **OpenStudy:** Encourage your students to work together to learn class material by using a social study site like OpenStudy. 11. **ePals:** One of the coolest benefits of the Web is being able to connect with anyone, anywhere. ePals does just that, but focuses on students, helping them to learn languages and understand cultures different from their own.	
2/15/2013 **MOODLE**	Mann, Chapters One-Seven	Continuation of 2/8/13 assignment/research/ presentation development	Continuation of Assignment
2/22/2013		Presentations	Flipped Presentation as per above instructions

3/1/2013 **MOODLE**	Mann, Chapters eight - twenty	12. **Khan Academy:** Many teachers use this excellent collection of math, science, and finance lectures and quizzes to supplement their classroom materials. 13. **MangaHigh:** MangaHigh offers teachers a wealth of resources for game-based learning in mathematics. 14. **FunBrain:** If you're looking for a great collection of educational games, look no further than FunBrain. On it, teachers can take advantage of fun tools for math and reading. 15. **Educreations:** Educreations is an amazing online tool for the iPad that lets teachers (or students) create videos that teach a given topic. Perfect for studying or getting students to show off their knowledge. 16. **Animoto:** Animoto makes it simple to create video-based lessons or presentations for the classroom and to share them with students or anyone else. 17. **Khan Academy:** Many teachers use this excellent collection of math, science, and finance lectures and quizzes	• Instructions: Candidates are to research the list of technology applications provided in the Topical Content section as a *group exercise.* • Upon completion of the research, develop a flipped presentation of each tech application with examples of how to integrate the technology in an educational environment • In your presentations, include the technology tools as a part of your presentation

		to supplement their classroom materials. 18. **MangaHigh:** MangaHigh offers teachers a wealth of resources for game-based learning in mathematics. 19. **FunBrain:** If you're looking for a great collection of educational games, look no further than FunBrain. On it, teachers can take advantage of fun tools for math and reading. 20. **Educreations:** Educreations is an amazing online tool for the iPad that lets teachers (or students) create videos that teach a given topic. Perfect for studying or getting students to show off their knowledge. 21. **Animoto:** Animoto makes it simple to create video-based lessons or presentations for the classroom and to share them with students or anyone else.	

3/8 and 3/15/2013	Mann, Chapters 21-29	22. **Khan Academy:** Many teachers use this excellent collection of math, science, and finance lectures and quizzes to supplement their classroom materials. 23. **MangaHigh:** MangaHigh offers teachers a wealth of resources for game-based learning in mathematics. 24. **FunBrain:** If you're looking for a great collection of educational games, look no further than FunBrain. On it, teachers can take advantage of fun tools for math and reading. 25. **Educreations:** Educreations is an amazing online tool for the iPad that lets teachers (or students) create videos that teach a given topic. Perfect for studying or getting students to show off their knowledge. 26. **Animoto:** Animoto makes it simple to create video-based lessons or presentations for the classroom and to share them with students or anyone else. 27. **Socrative:** Available for computers, mobile devices, and tablets, this student response system	

		engages students through games and exercises on any device they have on hand. Even better, teachers can easily assess student progress and track grades. 28. **Knewton:** Adaptive learning has been a hot topic in recent months, and with Knewton it's something that any teacher can access and use. The site personalizes online learning content for each student according to his or her needs. 29. **Kerpoof:** On Kerpoof, students can get creative with their learning with games, interactive activities, drawing tools, and more that are both fun and educational. 30. **StudySync:** With a digital library, weekly writing practice, online writing and peer reviews, Common Core assignments, and multimedia lessons available, this site is a fully-featured tool for teaching and learning that can be a big help in the classroom. 31. **CarrotSticks:** On this site, teachers can take advantage of a wide range of math learning	

		games, giving students practice while they have fun.	
3/22/2013 **MOODLE**	As Assigned	22. **Teachers Pay Teachers:** Have great lessons to share? Looking for something to add to your classes? On this site you can do both, selling your own class materials and buying high-quality resources from other teachers. 23. **Planboard:** Make sure your lessons are organized and that your day runs smoothly with the help of this amazing online tool designed just for teachers. 24. **Timetoast:** Timetoast is a pretty cool for student projects, allowing them to build sleek, interactive timelines in minutes. 25. **Capzles:** There are so many different ways that Capzles can be used in the classroom, there's bound to be an application that fits your needs. What does it do? Capzles makes it simple to gather media like photos, videos, documents, and even blog posts into	Follow previous guidelines for group presentations.

		one place, making it perfect for teaching, learning, or online projects. 26. **Prezi:** Want to build presentations that will wow your students? Make use of this online tool that makes it simple to do all kinds of cool things with your lessons, even allowing collaboration between teachers. 27. **Wordle:** Create stunning word clouds using Wordle, a great complement to language lessons of any kind. 28. **QR Codes:** QR codes (or quick response codes) are showing up with greater frequency in education. If you'd like to get in on the trend, you'll need a tool to create and manage the codes like Delivr and one to read codes, like any of those listed on this site. 29. **Quizlet:** Quizlet makes it easy for teachers to create study tools for students, especially flashcards that can make memorizing important information a snap. 30. **MasteryConnect:** How are your students performing with regard to state and common core	

		standards? MasterConnect makes it simple to track and analyze both, as well as other elements of student performance. 31. **Google Docs:** Through Google Docs, teachers can create and share documents, presentations, or spreadsheets with students and colleagues as well as give feedback on student-created projects. 32. **YouTube:** Not all schools allow YouTube, but they are missing out as the site contains a wealth of great learning materials for the classroom. There's even a special education-focused channel just for teachers and students. 33. **TED-Ed:** TED isn't just a great place to find inspiration anymore, the site also contains numerous videos that are organized by subject and can help you to teach everything from how pain relievers work to Shakespearean insults. 34. **Glogster:** Glogster is a social site that lets users mash up music, photos,	

		videos, and pretty much anything else you'd like. It's a great way to create learning materials and a handy tool for creative student projects. 35. **Creaza:** Want to bring your student projects into the 21st century? Creaza can make those possible, offering tools to brainstorm, create cartoons, and edit audio and video. 36. **Mentor Mob:** On Mentor Mob, you or your students can create a learning playlist, which is essentially a collection of high-quality materials that can be used to study a specific concept.	
3/29/2013			Flipped Presentations: Mentor Mob, et al
4/05/2013 MOODLE	As Assigned	37. **Evernote:** Capture great ideas, photos, recordings, or just about anything else on your Evernote account, access it anywhere, and keep it organized. A must-have tool for lesson planning. 38. **Twitter:** There are so many ways Twitter can be used in education. Teachers can connect with other educators, take part	Presentation Research and Development

		in chats, share their ideas, or even use it in the classroom to reach out to students. 39. **Google Education:** Google offers a number of great educational technology resources for teachers, including email and collaborative apps, videos, lesson plan search, professional development, and even educational grants. 40. **Dropbox:** Easily store, share, and access any kind of data from anywhere with the easy-to-use and free Dropbox service. 41. **Diigo:** Diigo lets you treat the web like paper-based reading material, making it simple to highlight, bookmark, take notes, or even add sticky notes. 42. **Apple iPad:** One of the most widely used, though expensive, tech tools being used in today's classroom is the Apple iPad. With a host of educational apps being developed for the device, it's become a favorite of teachers and students alike across the nation. 43. **Aviary:** Aviary is a	

		suite of tools that make it easy to edit images, effects, swatches, music, and audio or to create and modify screen captures. 44. **Jing:** If you're teaching kids about tech or just about anything else, a great screenshot program is essential. Jing is one great option that allows teachers to take screenshots as images, record up to five minutes or videos then edit and share the results. 45. **Popplet:** You and your students can use Popplet to brainstorm ideas, create mind maps, share, and collaborate. 46. **Google Earth:** From geography projects to learning about geological processes, Google Earth can be an amazing and fast way to show students anywhere in the world. 47. **DonorsChoose:** Need funding for a classroom project? You can get it through this site that hooks up needy teachers with willing donors. 48. **SlideShare:** With SlideShare, you can upload your presentations, documents, and	

		videos and share them with students and colleagues. Even better, you can take advantage of materials that other have uploaded as well. 49. **LiveBinders:** Like a real-life three ring binder, this tech tool allows you to collect and organize resources. Much better than a binder, however, the site also comes with tools to connect and collaborate and a virtual whiteboard. 50. **AudioBoo:** Through this tool, you can record and share audio for your students or anyone else.	
4/12/2013			Group Presentations
4/19/2013 **MOODLE**		➢ Case Study Research ➢ Action Research ➢ Experimental Research ➢ Qualitative Research ➢ Correlational Research	Research and planning – Group Presentations
4/26/2013			Flipped Presentations: Case Study Research, Action Research and Experimental Research; Qualitative Research, Correlational Research
5/3/2013			Research Paper on Education and

			Technology and the Relationship to "The Present" – Maximum 20 pages including bibliography

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix

Instrument	**Value (points or percentages)**	**Total**
Presentations	200 Points	200
Moodle – E-Courses Discussion(s) and Assignments	200 Points	200
Research Paper	100 Points	100
Total:		**500**

Course Procedures

Submission of Assignments:
Assignments may be submitted via Moodle, PV Email, or hand delivered with the exception of Research and Reflective Papers! Research or Reflective Papers ***MUST*** be submitted via ***TURNITIN*** on Moodle. All designated assignments must be uploaded to Outcomes

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations, Websites and Journals

Consortium for School Networking (CoSN) The Consortium for School Networking (CoSN) is the country's premier voice

in education technology leadership with a mission to serve as the national organization for K-12 technology leaders who use technology strategically to ultimately improve teaching and learning.

Edutopia The George Lucas Educational Foundation (GLEF) is a nonprofit operating foundation dedicated to promoting a vision of inspired learning and teaching – where students are challenged and engaged, have access to interactive technologies, and are supported by inspired teachers and involved parents and communities. Edutopia spotlights classrooms where innovations are taking place.

eMINTS National Center The eMINTS Professional Development Program changes how teachers teach and students learn. Its instructional model provides a research-based approach to organizing instruction and can be implemented in any subject area at any level.

ETAN - Ed Tech Action Network Join a growing number of educators across the nation who are "Making Their Voice Heard" in support of education technology.

International Society for Technology in Education The International Society for Technology in Education (ISTE®) is a nonprofit professional organization with a worldwide membership of leaders and potential leaders in educational technology. We are dedicated to providing leadership and service to improve teaching and learning by advancing the effective use of technology in K–12 education and teacher education.

MEMO MEMO is an organization serving school media and information technology professionals. MEMO is committed to providing leadership and professional growth for quality media and technology programs which meet the learning and instructional needs of our students, staff and administration.

National School Board Association Technology Programs T+L, which stands for Technology + Learning, explores how new technology tools are effectively used across a district in classrooms, administrative applications, parental engagement, and community outreach to improve student achievement.

National Staff Development Council The National Staff Development Council (NSDC) is the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement.

The Partnership for 21st Century Skills The organization brings together the business community, education leaders, and policymakers to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century.

TIES TIES brings together technology and education to create comprehensive solutions for school administrators, educators and students. TIES offer cutting-edge software applications, hardware and software, Internet services and professional development.

ADDITIONAL RESOURCES

AECT - Association for Educational Communications & Technology

Agency for Instructional Technology - An education organization that provide technology-based resources and leadership for the instructional technology community.

American Educational Research Association — Encourages scholarly inquiry related to education and by promotes the dissemination and practical application of research results.

ASTD - American Society for Training and Development

CAUSE - The association for managing and using information resources in higher education.

CELT - Center for Educational Leadership & Technology. A non-profit organization integrating technology and research.

EvNet: Network for the Evaluation of Education and Training Technologies - A consortium of public, private, and nonprofit organizations.

Global SchoolNet Foundation - A non-profit organization involved in the development of philosophies, designs, and content of educational networking.

ibstpi - International Board of Standards for Training, Performance and Instruction

iNACOL - International Council for K-12 Online Learning

ISPI - International Society for Performance Improvement

ISTE - International Society for Technology in Education. A nonprofit professional organization dedicated to the improvement of education through computer-based technology

NCET - National Council for Educational Technology (UK). An organization focused on improving education through information technology.

PIDT - Professors of Instructional Design and Technology

Discussion Requirement:

We will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

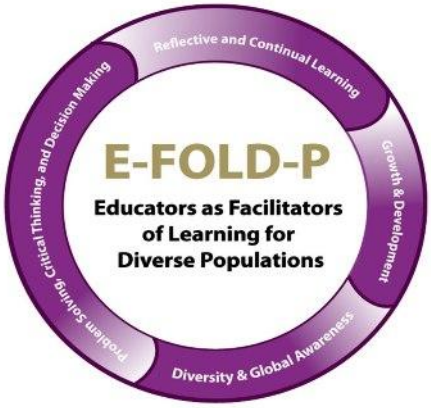
Candidates are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor. ***Please do not submit attachments in the discussion zone of Moodle.***

It is strongly suggested that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

A rubric for discussion postings is attached.

E-FOLD-P (Conceptual Framework)
(Educator As Facilitator For Diverse Populations)

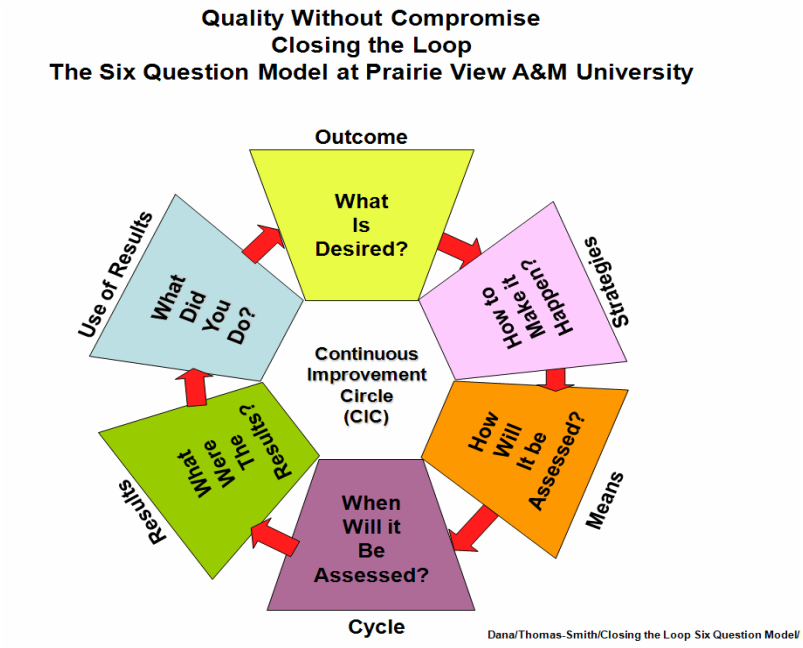
- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



.

Closing the Loop

The Whitlowe R. Green College of Education is the leader of assessment, alignment and accountability. We totally embrace the concept demonstrated in the University's SACS Reaffirmation – Closing the Loop. All educators should utilize this model when ascertaining what their candidates know, knowledge as to whether or not candidates are capable of facilitating academic understanding through transference and definitively proving that candidates possess the outcomes expressed by the course.



University Rules and Procedures

Disability Statement (See Student Handbook):
Candidates with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Candidates with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Candidates who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and candidates to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other candidates to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Candidates under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of candidates and employers at Prairie View A&M University is

unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to candidates rests with the faculty. However, in those instances where candidates believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

-Pentium with Windows XP or PowerMac with OS 9
-56K modem or network access
-Internet provider with SLIP or PPP
-8X or greater CD-ROM
-64MB RAM
-Hard drive with 40MB available space
-15" monitor, 800x600, color or 16 bit
-Sound card w/speakers
-Microphone and recording software
-Keyboard & mouse
-Netscape Communicator ver. 4.61 or Microsoft Internet Explorer v/ 5.0/plug-ins
-Participants should have a basic proficiency of the following computer skills:
  ·Sending and receiving email
  ·A working knowledge of the Internet
  ·Proficiency in Microsoft Word
  ·Proficiency in the Acrobat PDF Reader
  ·Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): candidates are expected to participate in all discussions and virtual classroom chats when directed to do so. Candidates are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Candidates should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through **Moodle**. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Candidates are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Office: PVAMU Office of Student Affairs & Institutional Relations

Texas Administrative Code

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 **Code of Ethics and Standard Practices for Texas Educators**

a) **Statement of Purpose**. The Texas educator shall comply with standard practices and ethical conduct toward candidates, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

b) **Enforceable Standards**.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from candidates, parents of candidates, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of candidates.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when candidates are present.

(2) Ethical Conduct toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal or personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct toward Candidates.

(A) Standard 3.1. The educator shall not reveal confidential information concerning candidates unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) The nature, purpose, timing, and amount of the communication;

(ii) The subject matter of the communication;

(iii) Whether the communication was made openly or the educator attempted to conceal the communication;

iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Grading Rubric for Research Papers **Dr. Patricia Hoffman-Miller**

TOPICAL INFORMATION

Exceptional - 4	Acceptable - 3	Below Expectations - 2	Unacceptable -1
Quality of Information contained is directly related to the theory or practice being discussed. Additional information serves to enhance the argument.	Most information is directly related to the theory /practice discussed.	Additional information is limited or loosely related. Half of the information is directly related to the theory discussed. No additional supporting information is provided.	There is a lack of clarity with regard to the theory discussed. Information contained is confusing and/or not related.

RESEARCH ELEMENTS

Exceptional - 4	Acceptable - 3	Below Expectations-2	Unacceptable - 1
Theory is analyzed using the questions provided. A balanced representation of all evidence is present. Theory is directly related to larger topics and trends in Human Resource Management.	Theory is analyzed using the questions provided. A somewhat balanced representation of all evidence is present.	Theory is loosely connected to larger topics and trends in leadership. Theory is analyzed but not clear whether the questions provided were used. A one-sided representation of the evidence is present	Little or no connections to larger topics. Analysis of theory is limited. Argument is incomplete and/or unbalanced. Connections are not made to larger topics.

GRAMMAR, SYNTAX AND APA FORMAT

Exceptional - 4	Acceptable - 3	Below Expectations - 2	Unacceptable - 1
No spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements are followed.	Minimal (1-4) spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements followed.	A Moderate number (5-9) of spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Errors in formatting requirements are present.	More than 10 spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Formatting requirements were not adhered to at all.

Grading Rubric for Threaded Discussions Dr. Patricia Hoffman-Miller

Category	Strong (4)	Capable (3)	Developing (2)	Needs Improvement (1)
Knowledge	• Shows full knowledge and understanding • Can explain and elaborate	• Shows understanding • Can explain but not elaborate	• Rudimentary understanding of information • Trouble explaining and elaborating	• Does not have grasp of information • Replies to postings are inadequate and lack substance
Content	• Ideas clear and focused • Topic covered thoroughly • Ideas supported with significant detail	• Ideas clear but information is general • Adequate details that generally support ideas	• Ideas are clear • Information is general • More details are needed to support ideas	• Writing not clear or focused • Information and details are significantly limited
Organization	• Organization enhances the theme • Information is logically arranged • Order is easy to follow • Ideas are well connected	• Information is arranged logically • Order is easy to follow • Ideas at times not well connected or developed	• At times lacks logical arrangement • Order hard to follow • Ideas presented randomly	• Organization vague • No clear direction • Little evidence of organizational plan
Participation	• Completes all required assignments • Writing tasks meet word length requirements • All work on time	• Completes all required assignments • Writing tasks do not always meet word length requirements • All work on time	• Completes all required assignments • Some work is turned in past due	• Does not complete all required activities

Grading Rubric for Oral Presentations

Category	Target	Acceptable	Unacceptable	Score
Content	• Presentation communicated major ideas and strategies affecting building and district leadership • Presentation communicated significant theories identified and discussed	• Presentation communicated the majority of ideas affecting building and district leadership • Presentation communicated some ideas and theories identified and discussed	• Presentation failed to communicate major ideas affecting building and district leadership • Presentation failed to communicate significant theories and discussions	
Format	• Presentation used engaging and interactive visuals to focus attention on specific salient points • Presentation was well timed and succinct.	• Presentation used some engaging and interactive visuals to focus attention on salient points • Presentation was planned but somewhat disorganized	• Presentation failed to use interactive and engaging visuals • Presentation was ill planned	
Handouts	• Handouts were interactive, attractively displayed and required participant focus	• Handouts were attractively displayed	• Handouts failed to demonstrate requirements for adult learning	
Technology	• Technology was integrated throughout the presentation using Smart Boards	• Some aspects of technology were integrated in the presentation	• Presentation failed to accurately integrate technology	

ETYMOLOGY OF "FLIPPED" CLASS PRESENTATIONS

Candidates are expected to participate in several group class presentations using a format known as "flipping". The flipped method of knowledge acquisition requires that the roles of professor and candidates are reversed for discussion and presentations. It contains elements of the Socratic Method and to a lesser degree, problem based learning.

Flipped presentations are dependent upon candidate cooperation and interaction with your professor. While this may sound similar to a traditional course approach, the differences are distinct. In a flipped course, candidates are required to read the assigned material, forward ***group*** questions to your professor and based on your professor's response, prepare a total class presentation of the material with all candidates participating in the process.

The process, therefore, for completing a flipped assignment and delivering your class presentation is as follows:

- Complete the assigned readings
- Compile a list of questions for forwarding to your professor
- Develop a class presentation based on readings, questions and answers to the questions received from your professor
- Develop a class presentation covering *all* elements of the class reading material
- Presentations should incorporate these features: embedded video, role-playing, posters, power-point (only as one method of delivering the presentation and not encompassing the entire presentation), the inclusion of a recording of the presentation, as well as other traditional components of instructional delivery

All presentations are expected to be equal to a presentation delivered to a national conference and/or uploaded to YouTube

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling

Please read, sign and date this form. Thank you in advance for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

I further understand that I am responsible for providing my TEA ID number and signing the TEA Acknowledgement of Ethics as a part of state mandated statute.

_____

Please print your name legibly.

_____

Signature

_____

Date

TEXAS CODE OF EDUCATOR ETHICS

Course Name: _____ Date: _____

Professor: _____ Semester/Term: _____

I, _____, TEA # _____certify
(Printed Name)
That I have read a copy of the Texas Code of Educator Ethics as provided to me by Dr. Patricia Hoffman-Miller, Associate Professor, Department of Educational Leadership and Counseling.

_____
(Signature)

_____
(Date)

NOTES: