EDTE-5349-110, CRN 80150, Media and Technology
Fall 2018 - 16 Week Course
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Karen Jackson, Ed.D.
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Please email Dr. Jackson through Canvas "Inbox", texts are also received at the phone number above. As a last resort, please use the k.jackson@tamuct.edu email.

Office Hours:
Dr. Jackson will be available through virtual office hours on Sunday, Tuesday and Wednesday evenings from 7:00 P.M. – 8:00 PM. Phone messages will be monitored, as well as individual appointments during these times. Please make an appointment if you need assistance. There may also be times when the Canvas Chat room will be monitored for "pop up" questions or instruction on an as needed basis.

About the Instructor:
Dr Jackson has a doctorate in Educational Leadership and a Master's in Curriculum and Instruction with a Technology Director Emphasis. She has been an educator since 1993. She has enjoyed teaching elementary and secondary level Math, English Language Arts, Creative Writing, as well as Technology Applications, Graphic Arts, and Digital Multimedia. Her teaching experience also includes Special Education and Gifted and Talented coursework. She has taught EDUK 440, EDUC 4340 (Technology for Student Teachers) and she has also taught an Educational Technology course at Temple College. She has earned Google Educator and Google Trainer Certifications, as well as Google Certified Innovator Academy Graduate. She is currently serving as a WeVideo Ambassador. During the summer of 2018, she traveled to Changsha, China to facilitate a STEM Summer Camp with middle school students, then served on an international Teacher STEM training professional development for Chinese teachers. As a result, she returned with a new zeal for teaching, learning, and appreciating that teaching is the most rewarding endeavor anyone can pursue: the only way to truly impact the future. New teachers are learning the skills they will use for the rest of their careers, and Dr. Jackson feels humbled and blessed to be a part of your journey!

Mode of instruction and course access:
This course uses the A&M-Central Texas Canvas Learning Management System
[https://tamuct.instructure.com/]. This course consists of 100% online content. Links will be
shared to various online resources from professor to students and students to professor through
Canvas messaging and assignments with access by your Canvas username and password.

Student-instructor interaction:
Dr. Jackson will check and reply to phone and Canvas messages during the Office Hours
mentioned above. (Occasionally on Saturdays, Canvas messages will be answered.) Canvas
messages will have priority over email.

911 Cellular:
Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central
Texas the ability to communicate health and safety emergency information quickly via email,
text message, and social media. All students are automatically enrolled in 911Cellular through
their myCT email account.

Connect at 911Cellular
[https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you
receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can
quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION
Course Overview and description:
Students will analyze, synthesize and evaluate professional literature, support effective
educational practices and policies as derived from current research, and conduct action
research. This course provides an examination of the role of technology in school settings and an
exploration of available technologies and the applications for instruction. Emphasis will be
placed on the "Four Cs" (Communication, Collaboration, Creativity, and Critical Thinking).
These four components have been described as Soft Skills, not tested, but incredibly important in
the world of work today. Students will be expected to incorporate the effective use of technology
to plan, organize, deliver, and evaluate instruction for diverse learners.

Course Objective:
Student Learning Outcomes:
The goal of this course is to help students develop a leadership vision for the integration of
technology in teaching and learning, while fostering an environment conducive to the design,
development, management, and assessment of a comprehensive system of continuous technology
professional development. Students will explore a variety of technology rich learning

environments and create a vision of the ideal learning environment specifically describing the appropriate role of technology in that environment. Professional educators should be reflective practitioners that continually strive to improve the instructional opportunities for their students.

Technology is an important tool that should be use appropriately and purposefully to enhance student learning experiences. Learning is student-centered, and educators should provide a variety of authentic learning opportunities and tools that allow students to explore, inquire about, and construct meaning.

Course Understandings
- Professional educators should be reflective practitioners that continually strive to improve the instructional opportunities for their students.
- Technology is an important tool that should be use appropriately and purposefully to enhance student learning experiences.
- Learning is student-centered, and educators should provide a variety of authentic learning opportunities and tools that allow students to explore, construct meaning, and develop agency.

Student Learning Outcomes:

1. Identify research-based "best practice" strategies of using technology to improve instruction, including considerations regarding accessibility.

2. Design, develop, implement and evaluate technology integration using the ASSURE model.

3. Work collaboratively to identify and validate information about Web 2.0 technologies and their appropriate applications for a variety of instructional settings.

4. Use and model the creative use of these technologies to share the information with appropriate stakeholders, exhibiting leadership in the professional community.

5. Identify technology grant funds appropriate for a current, well defined problem, analyze proposal requirements, and write a proposal for funding educational technology solutions.

Competency Goals Statements (certification or standards):
Technology Applications Standards for All Teachers
State Board for Educator Certification (SBEC)
1. All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.
2. All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
3. All teachers use task-appropriate tools to synthesize knowledge, create and modify

solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

4. All teachers communicate information in different formats and for diverse audiences.

5. All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

ISTE Standards for Educators [www.iste.org]

1. Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2. Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

3. Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.

4. Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5. Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

7. Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Required Reading and Textbook(s):
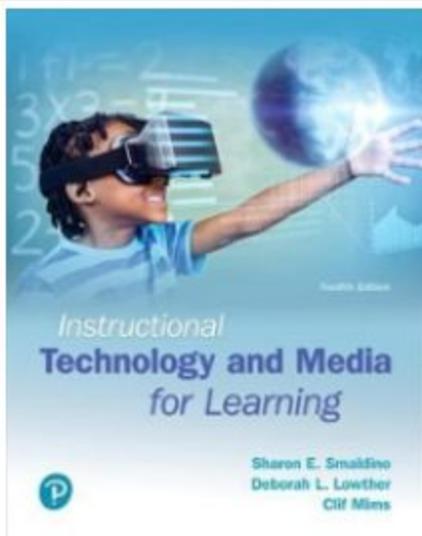
Author: Smaldino
Edition: 12th
ISBN: 9780134299624

The Instructor will provide the following:
>   ISTE Standards for Administrators
>   ISTE Standards for Coaches
>   ISTE Standards for computer Science Educators
>   ISTE Standards for Educators
>   ISTE Standards for Students
>   Texas Essential Knowledge & Skills (TEKS) – Technology Applications

Students will also be required to read journal articles related to using technology, distance learning, and teaching with technology. All journal articles will be accessible through our online TAMUCT library site either as a direct download or via Course Reserves.

COURSE REQUIREMENTS

Course Requirements:

All assignments must be written in a student's own scholarly words. No credit will be awarded for quoted or plagiarized material on any assignment. Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited.

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided by the American Psychological Association at www.apastyle.org

Students must write original sentences conveying the information they have learned to the reader and properly cite the source of the information to receive credit for writing.

Limit the use of passive writing and do not use anthropomorphism:

>   *Incorrect:* The study explored turnover in a small grocery store.
>   *Issue:* This is incorrect because the study cannot explore. Active verbs, like exploring, need to be taken by a person or group of people.
>   *Correct:* In this study, I explored turnover in a small grocery store.
>   Here, it is possible to use the first person to clarify action and avoid anthropomorphic writing (see APA, 2010, p. 69).

>   *Incorrect:* The article discussed the prevalence of HIV in suburban communities.
>   *Issue:* An article cannot discuss, it is simply written composition, but the writer/author/researcher can.
>   Again, this is an active verb that involves a very human action. Discussing, talking, and speaking are verbs that it only makes sense for humans to do.
>   *Correct:* Rogers (2010) discussed the prevalence of HIV in suburban communities.

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments may not be submitted for credit after the due date (no late work / no make-up work accepted for credit).**

Grading Criteria Rubric and Conversion

Graded Assignments	# Due	Points Each	Points Total	Grade
Module Quizzes	10	10	100	10.0
Discuss & Extend	14	15	210	21.0
Create & Share	14	15	210	21.0
Synthesis Essays	2	90	180	18.0
Course Reflections	5	5	25	2.5
Grant Proposal				
Grant Resources	1	15	15	1.5
Problem Statement	1	15	15	1.5
Proposal Outline	1	20	20	2.0
Draft Grant Proposal	1	50	50	5.0
Final Grant Proposal	1	75	75	7.5
Grant Proposal Presentation	1	50	50	5.0
Grant Peer Reviews	2	25	50	5.0
			1000	100%

Grading Scale: Grades are not 'given' in this course; they are earned. Students earn grades by actively reading material, by participating in course discussion, and by applying subject-matter content on written assignments and exams. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

Grade	University Definition	Percentage
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing for Graduate Courses	60-69
F	Failing	59 or below

Module Quizzes (10.0% of Overall Course Grade). Ten module quizzes (i.e., multiple choice items) will be scheduled throughout the semester (see Course Calendar for dates). These quizzes will cover content from the assigned readings listed in the Course Calendar. All quizzes must be completed independently with no assistance from others.

Discuss & Extend (21.0% of Overall Course Grade). This weekly discussion forum is meant to simulate the content and self-selected nature of in-class discussions. Students are required to submit one post each week (250 word minimum) on concepts (i.e., theories, topics, constructs) and two (2) replies (150 word minimum) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing. Each post and reply (2 required) will be graded according to the following standards for a total of 15 points on each Discuss & Extend.

Video Construct Explanation	
0	None present or explanation of video construct is insufficient (e.g., may include a mere description of the video without identification of a construct that is relevant to course content).
1	Construct is defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.
Smaldino et al. Construct Explanation and Citation	
0	None present or explanation of text construct is insufficient (e.g., may include list of constructs with no explanations or constructs that are not related to discussion topic).
1	Construct is defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.
2	Construct is defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion AND citation is provided for construct including author's name and page number. (If any information comes from material outside of course reading assignments, full citation information in APA style is required.)
Extension Article Construct Explanation and Citation	
0	None present or explanation of article construct is insufficient (e.g., may include list of constructs with no explanations or constructs that are not related to discussion topic).
1	Construct is defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.
2	Construct is defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion AND citation is provided for construct including author's name and page number. (If any information comes from material outside of course reading assignments, full citation information in APA style is required.)
Application of Construct to Teaching/Learning	
0	None present.
1	Application stated but not explained.

3	Application explained but not integrated into definition of construct; student does not clearly explain how example/discussion is related to the course construct.
4	Application explained and integrated into definition of construct; student clearly explains how application is a demonstration of and/or relevant to the construct.
Post Writing Standards (spelling, grammar, punctuation, organization)	
0	No post; several writing and usage errors distract the reader.
1	Few errors; errors do not interfere with comprehension or distract the reader.
2	Post is free of errors.
Reply Content (2 required)	
0	No reply; reply merely states agreement with post content or indicates "good job;" reply merely restates content of the original post but adds no new information.
2	Reply adds new information, but the new information is not explicitly linked to the original post; reply reads as an informative but separate, disconnected contribution.
3	Reply adds new information and is explicitly connected to the original post; reply reads as a continuation and extension of the initial discussion.

Create & Share (21.0% of Overall Course Grade). This discussion forum (each of which spans two Modules) is meant to provide a virtual space for collaboration using Tech Tools for the purpose of teaching and learning. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing. Each post and reply (2 required) will be graded according to the following standards for a total of 15 points on each Create & Share.

Tech Tool Application Content	
0	None present.
1	Evidence of tool use is provided in class and is easily accessible to classmates.
2	Tool use provides a strong example of application of the tool to teaching and learning (i.e., the student's use of the tool is not just for the sake of using the tool).
Tech Tool Application to Teaching and Learning	
0	None present or all aspects of ASSURE model are missing.

1	Application explained but fails to address most elements of the ASSURE model.
2	Application explained but does not fully address all aspects of ASSURE model; one or two aspects may be missing.
4	Application explained and fully addresses all aspects of ASSURE model, including analysis of learners, statement of at least one learning objective; tool use requires learner participation, tool is appropriate to lesson (i.e., the lesson is not made to "fit" the tool; the tool is used because it "fits" the lesson).
Post Writing Standards (spelling, grammar, punctuation, organization)	
0	No post; several writing and usage errors distract the reader.
1	Few errors; errors do not interfere with comprehension or distract the reader.
2	Post is free of errors.
Reply Content (2 required)	
0	No reply; reply merely states agreement with post content or indicates "good job;" reply merely restates content of the original post but adds no new information.
1	Reply adds new information, but the new information is not explicitly linked to the original post; reply reads as an informative but separate, disconnected contribution.
3	Reply adds new information and is explicitly connected to the original post; reply reads as a continuation and extension of the initial discussion; AND reply provides an evaluation of technology integration and/or makes suggestions for additional applications or improvements.

Synthesis Essays (18.0% of Overall Course Grade). At two points during the semester (mid-term and final), synthesis essays that integrate concepts across several modules are due. The mid-semester essays will require that students integrate multiple sources of material across the initial modules of the course. The essays due at the end of the semester will require that students integrate multiple sources of material across the entire semester. All essays must be submitted to Vericite and revised prior to submission to the professor. Assignments will not be graded until they have been submitted to Vericite.

Course Reflections (2.5% of Overall Course Grade). At regular intervals during the semester (i.e., every 3 weeks), students will reflect over the previous content, evaluate how helpful it was for their learning, and evaluate how useful they believe it to be for their future teaching. The reflection will include both closed-ended and open-ended items for ratings of course content and honest student comments. The grading on these professional development surveys is considered class participation. Students can earn full credit on each

reflection as long as they complete the form in its entirety and in "good faith" regardless of the specific responses provided. Students will NOT be penalized for critical comments or negative evaluations of specific content. These surveys are meant to stimulate self-reflection that evokes responses so the student can improve his/her own future practice and the professor can improve the content of the course.

Posting of Grades
All students' grades will be posted in the Canvas grade book after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading and recording grades on the Monday they are due and will have all grades posted by the following Monday. Students should regularly monitor their grades in the Canvas gradebook, and students should not hesitate to ask the professor about any grade or concern.

COURSE OUTLINE AND CALENDAR
Complete Course Calendar

Week	Module	Instructional Activities	Assignments Due
8/27 (8:00 AM) - 9/1 (10:00 PM)	Getting Setup	Check computer compatibility on Canvas logon page. Establish library access from home. Create a quiet study environment. Resolve all computer difficulties. Find 2 'back-up' computers. Check out the University Writing Center video. Note Office Hours. Introduce self on Canvas.	All assignments are due by 8:00 AM CST on Mondays
9/4 (8:00 AM) - 9/8 (10:00 PM)	**Module 1:** Introducing Learning with Technology	Read Dringus (2000) Read Jonassen (2009) Write Discuss & Extend Post Write Discuss & Extend Replies Research Tech Grant Sources - what grants are out there? Explore Tech Tool: Flipgrid	Discuss & Extend Post Discuss & Extend Replies Create & Share Tool Post: What did you think of Flipgrid?
9/10	**Module 2:**	Read Smaldino et al. Chapter 1	**Module Quiz**

(8:00 AM) - 9/15 (10:00 PM)	Exploring 21st Century Learning	Read Extension Article - of your choice. Write Discuss & Extend Post Write Discuss & Extend Replies Research Tech Grant Sources Reply to Create/Share Posts Create w/ Tech Tool: NEWSEUMED	**Discuss & Extend Post** Discuss & Extend Replies Replies: Flipgrid Create & Share Tool Post: What did you think of NEWSEUMED?
9/17 (8:00 AM) - 9/22 (10:00 PM)	**Module 3:** Designing and Assessing 21st Century Learning	Read Smaldino et al. Chapter 2 Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Write Tech Grant Sources Reply to Create/Share Posts Create w/ Tech Tool: insertlearning.com	**Module Quiz** **Discuss & Extend Post** Discuss & Extend Replies Tech Grant Sources Replies: NEWSEUMED Course Reflection (on Canvas Flipgrid)
9/24 (8:00 AM) - 9/29 (10:00 PM)	**Module 4:** Integrating Technology and Media into Instruction	Read Smaldino et al. Chapter 3 Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Draft Grant Problem Description: What problem does the grant solve? Reply to Create/Share Posts Create w/ Tech Tool: Book Creator (bookcreator.com)	Module Quiz Discuss & Extend Post Discuss & Extend Replies, What did you think of: insertlearning.com Create & Share a new Tech Tool
10/1 (8:00 AM) - 10/6 (10:00 PM)	**Module 5:** Designing 21st Century Learning Environments	Read Smaldino et al. Chapter 4 Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Write Grant Problem Description	**Module Quiz** **Discuss & Extend Post** Discuss & Extend Replies Problem Description Replies: bookcreator.com Create & Share a new

		Reply to Create/Share Posts Create w/Tech Tool: Storybird	Tech Tool: What did you think of Storybird and Bookcreator?
10/8 (8:00 AM) - 10/13 (10:00 PM)	**Module 6:** Engaging Learners with Digital Devices	Read Smaldino et al. Chapter 5 Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Draft Grant Proposal Outline, submit to classmate for input. Reply to Create/Share Posts Create w/Tech Tool: autodraw.com	**Module Quiz** **Discuss & Extend Post** Discuss & Extend Replies Replies: Storybird Create & Share Tech Tool: What did you think of autodraw.com **Course Reflection: What does this all mean?**
10/15 (8:00 AM) - 10/20 (10:00 PM)	**Module 7:** Learning with Web 2.0 and Social Media	Read Smaldino et al. Chapter 6 Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Write Grant Proposal Outline Reply to Create/Share Posts Create w/ Tech Tool: RealWorldMath	**Module Quiz** **Discuss & Extend Post** Discuss & Extend Replies Grant Proposal Outline Replies: autodraw.com Create & Share Tech Tool
10/22 (8:00 AM) - 10/27 (10:00 PM)	**Module 8:** Achieving Learning at a Distance	Read Smaldino et al. Chapter 7 Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Reply to Create/Share Posts Create w/ Tech Tool: SeeSaw Write Mid-term Synthesis Essays	Discuss & Extend Replies Replies: RealWorldMath Write Mid-term Essays: Synthesis means combine, bring together, create new content.
10/29 (8:00 AM) - 11/3 (10:00 PM)	**Module 9:** Enhancing Learning with	Read Smaldino et al. Chapter 8 Read Extension Article Write Discuss & Extend Post	Module Quiz Discuss & Extend Post Discuss & Extend

	Audio and Video	Write Discuss & Extend Replies Write Grant Proposal Draft Reply to Create/Share Posts Create w/ Tech Tool: WeVideo	Replies Replies: SeeSaw Create & Share Tech Tool: What did you think of WeVideo? Course Reflection
11/5 (8:00 AM) - 11/10 (10:00 PM)	**Module 10:** Enhancing Learning with Multimedia	Read Swisher's "Multimedia" Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Write Grant Proposal Draft Reply to Create/Share Posts Create w/ Tech Tool: YouTube	Discuss & Extend Post Discuss & Extend Replies Replies: WeVideo Create & Share Tech Tool: How is YouTube a learning technology tool? Isn't it a time waster?
11/13 (8:00 AM) - 11/17 (10:00 PM)	**Module 11:** Enhancing Learning with Text and Visuals	Read Smaldino et al. Chapter 9 Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Submit Grant Proposal Draft for peer review. Reply to Create/Share Posts Create w/ Tech Tool: **Project Gutenberg**	Module Quiz Discuss & Extend Post Discuss & Extend Replies Grant Proposal Draft Replies: YouTube Create & Share Tech Tool: What did you think of **Project Gutenberg**?
11/22 - 11/23	**Thanksgiving Holiday**		
11/26 (8:00 AM) - 12/1 (10:00 PM)	**Module 12:** Using Technology to Engage Learners	Read National Ed Tech Plan Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Write Final Grant Proposal Reply to Create/Share Posts	Discuss & Extend Post Discuss & Extend Replies Replies: **Project Gutenberg** Create & Share Tech Tool: What did you

		Create w/ Tech Tool: Quiver	think of Quiver? Course Reflection
12/3 (8:00 AM) - 12/8 (10:00 PM)	**Module 13:** Preparing for Tomorrow's Challenges	Read Smaldino et al. Chapter 10 Read Extension Article Write Discuss & Extend Post Write Discuss & Extend Replies Write Final Grant Proposal Reply to Create/Share Posts Create w/ Tech Tool: Choose your own to share.	Discuss & Extend Post Discuss & Extend Replies Grant Presentation Replies: Quiver **Prepare for Synthesis Essay:** Bring the course all together, what is the value of Technology, where are we going?
12/10 (8:00 AM) - 12/12 (10:00 PM)	**Module 14:** Reviewing the Course and Wrapping Up	Review Course Material in essay. **Write Synthesis Essays**	Final Synthesis Essays Course Reflection
12/14	**Commencement, Fall Semester Ends**		

Important University Dates:

September 3, 2018   Labor Day
September 12, 2018   Deadline to drop 16-Week Classes with No Record
October 1, 2018   Deadline for Teacher Education and Professional Certification
Applications (i.e. Principal, Reading Specialist, etc.)
October 5, 2018   Deadline for Graduation Application for Ceremony Participation
October 12, 2018   Deadline for Fall Admissions Applications
October 15, 2018   Deadline for Clinical Teaching Applications
October 19, 2018   Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 19, 2018   Deadline to Withdraw from University for First 8-Week Classes (WF)
October 22, 2018   Classes Begin for Second 8-Week Session
October 23, 2018   Deadline for Faculty Submission of First 8-Week Class Final Grades (due
by 3pm)
October 29, 2018   Deadline to Drop Second 8-Week Classes with No Record
November 9, 2018   Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 12, 2018   Veterans Day (Observed) - No Class
November 16, 2018   Deadline for Final Committee-Edited Theses with Committee Approval
Signatures to Office of Graduate Studies for Fall Semester
November 22, 2018   Thanksgiving
November 23, 2018   Thanksgiving
November 30, 2018   Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw
(W)
December 1, 2018   Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 14, 2018   Commencement Ceremony Bell County Expo Center 7:00 p.m.
December 14, 2018   Deadline for Applications for $1,000 Tuition Rebate for Fall Graduation
(5pm)
December 14, 2018   Deadline for Fall Degree Conferral Applications to the Registrar's Office.
$20 Late Application Fee.
December 14, 2018   Deadline to Withdraw from University for 16- and Second 8-Week
Classes
December 14, 2018   Fall Semester Ends
December 17, 2018   Student End of Course Survey Closes (16- and Second 8-Week Classes)

TECHNOLOGY REQUIREMENTS AND SUPPORT
The technology requirements for the successful completion of this course include a reliable
internet connection, and a technology device similar to a laptop, Chromebook, MacBook or
desktop computer. Many of the articles will be provided by the instructor or found in the library
resources at Texas A&M Central Texas online library.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system.
Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
    Password: Your MyCT password
Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where

every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from

10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.
Curriculum and Instruction Graduate Program Goal
Students will analyze, synthesize and evaluate professional literature, support effective educational practices and policies as derived from current research, and conduct action research.
Course Description
This course provides an examination of the role of technology in school settings and an exploration of available technologies and the applications for instruction. Focus is on Web 2.0 applications for communication and collaboration that expands and extends learning environments. Students will be expected to incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction for all learners.

Course Goal
The goal of this course is to help students develop a leadership vision for the integration of technology in teaching and learning, while fostering an environment conducive to the design, development, management, and assessment of a comprehensive system of continuous technology professional development. Students will explore a variety of technology rich learning environments and create a vision of the ideal learning environment specifically describing the appropriate role of technology in that environment.
Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student

Conduct.

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