1. **COURSE TITLE\*:**  Technology in Education
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2234
3. **PREREQUISITE(S)\*:** None  **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*: 3**   **LECTURE HOURS\*:**   **3**

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

 This course provides an introduction to integrating technology in the classroom. A world of ongoing technological change invites us to rethink the ways technology is used in K–12 schools. A knowledge-based, technology-driven global society demands that teachers and students possess new and expanded digital “life skills.” These new competencies have been summarized as “21st Century Skills” and the “ISTE Standards for Educators and Students.” Students will learn how digital tools and technologies can engage teachers and students while expanding their understanding of academic material across the grade levels.

1. **LEARNING OUTCOMES\*:**

After completing this course, students should be able to:

1. Understand students, schools, and technologies as a 21st century technology-using teacher.
2. Analyze key issues and trends in the field of educational technology while assessing their readiness to become a technology-using educator.
3. Explore ways unique, powerful technologies can transform teaching and learning in schools.
4. Integrate technology in planning, delivering, and evaluating learning experiences for students.
5. Develop strategies for successfully utilizing technology and creating change in schools as a teacher leader.
6. Teach students how to research and critically evaluate online information as responsible digital citizens.
7. Use web-based information curation tools, digital content, and inquiry-based and exploratory learning websites and apps to develop online learning experiences.
8. Use physical and digital technologies, including apps, 3-D printers, digital games, and simulations to promote problem solving and inquiry learning.
9. Use blogs, wikis, Twitter, and classroom and teacher websites to enhance learning through online interaction and collaboration.
10. Utilize multimedia technologies innovatively and creatively to open access to learning for all students.
11. Use digital technologies to differentiate instruction and promote learning success for all students, including culturally and linguistically diverse learners, students with special educational needs, and young writers form preschool to high school.
12. Use digital portfolios, polls and quiz games, student feedback surveys, democratic classrooms and other assessment strategies to involve teaches and students in self-evaluation and reflection of their learning.
13. **ADOPTED TEXT(S)\*:**

*Transforming Learning with New Technologies* (4th Edition)

Authors: Maloy, Verock, Edwards and Trust

Pearson Publishing (2021); ISBN: 9780136874959

**OR**

Inclusive Access (IA) (Follett)

ISBN: 978-0-13-577293-5

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\*** None
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Discussion Questions (12x10) | 120 | 40% |
| Tests (3x40) | 120 | 40% |
| Projects (3x20) | 60 | 20% |
| Total | 300 | 100% |

**Assignments:**

**12 Discussion Forums (120 points)**

* 10 points for each Chapter: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum 300 words. You need to respond to one other student's answer. The minimum for your response to another student is 200 words.

**3 Tests (120 points)**

* **Test 1: Chapters 1-5 = 40 points**
* **Test 2: Chapters 6-9 = 40 points**
* **Test 3: Chapters 10-12 = 40 points**

**3 Projects (60 points) 20 points for each project. A rubric will be given to students.**

* **Project 1 (Due date TBD): Topic determined by student and faculty**
* **Project 2 (Due date TBD): Topic determined by student and faculty**
* **Research Paper: Topic: Barriers to Technology in Schools**
1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

 **Chapter 1: Becoming a 21st Century Teacher**

Chapter Overview: Chapter 1 introduces skills, talents, and technologies 21st century teachers will be using to create interactive, engaging learning experiences for themselves and students. We open with an overview of technology’s centrality in the lives of students and families and its integration in the work of teachers. The current International Society for Technology in Education (ISTE) Standards for Students and Educators as well as Bloom’s taxonomy of educational objectives, the technological pedagogical content knowledge (TPACK), and 21st century skills are introduced to frame how new teachers think about technology’s role in teaching and learning. In a final section, we introduce a professional learning network (PLN) as a framework for how new teachers can continually expand and document what they know and can do as technology-leading and learning educators. The chapter addresses the “Leader” domain of the ISTE Standard for Educators, which urges teachers to continually look for and learn about new ways for technology to improve successful learning for students.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Summarize the changing diversity of American education and the roles of technology in the lives of students and families.
2. Discuss ways teachers utilize digital technologies in their work as educators.
3. Analyze how 21st century technologies can be used to create highly interactive, inquiry-based learning environments.
4. Organize a professional learning network (PLN) as a technology-using educator.

***Canvas Assignments:***

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 2**

 **Chapter 2: Understanding Educational Technology Issues and Trends**

Chapter Overview**:** Chapter 2 explores educational technology in K–12 schools through a series of five short surveys about the key issues and trends you will encounter as a technology-using educator. Responding to the surveys will help you consider how technology inspires learning and creativity for students, a goal of the ISTE Standards for Educators and Students. Following each survey is a brief review explaining how educators and researchers are thinking about technology in schools today. These commentaries address the “Learner” domain of the ISTE Standard for Educators that asks teachers and future teachers to stay current with research that supports improved student learning outcomes and then apply that research to their instructional and professional practices. The questions are designed so teachers can discuss them with students, as well as to establish dialogs about technology and its roles in teaching and learning in schools.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Assess their motivations for becoming a technology-using teacher.
2. Analyze barriers to the use of technology in schools, including digital inequalities, achievement gaps, and online safety and digital privacy issues.
3. Describe roles for technology in teaching.
4. Evaluate how technology supports different teaching philosophies and instructional methods.
5. Compare students’ technology use in their daily lives and in schools.

 **Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 3**

 **Chapter 3: Transforming Learning With Unique, Powerful Technology**

Chapter Overview: Chapter 3 discusses how technology generates unique, powerful, and transformative learning in K–12 schools. Transformative learning is a central goal of major national educational technology standards, including the ISTE Standards for Educators, the ISTE Standards for Students, and the Student Outcomes for Learning from the Partnership for 21st Century Skills. As they implement these standards, teachers and students create fundamentally new patterns of teaching and learning in schools that could not happen without the interactive dimensions of computers, the Internet, social media, apps, handheld devices, and other innovative digital tools. The chapter addresses the “Facilitator” domain of the ISTE Standard for Educators, which envisions teachers using technology to create and conduct interactive, collaborative, inquiry-driven, and student-centered learning experiences in K–12 classrooms. Transformative technologies enable teachers to create opportunities for students to think critically and solve problems, develop essential digital literacies, communicate and collaborate in print and digital media, express ideas and information creatively, and acquire the attitudes of digital citizens, the core elements of the ISTE Standards for Students.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Discuss how technology promotes critical thinking and problem solving.
2. Analyze the meaning and importance of new digital literacies.
3. Discuss how technology facilitates communication and collaboration
4. Identify how technology enables multiple expressions of creative thinking.
5. Explain the meaning and importance of digital citizenship.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 4**

 **Chapter 4: Designing Instruction With Technology**

Chapter Overview: Chapter 4 discusses how teachers use technology to engage students, teach academic content, and assess student learning as integrated elements of the processes of instructional design and development. We begin by reviewing contemporary theories about learning, including the different approaches of behaviorists, cognitive scientists, and constructivists. Two models for developing learning activities—student learning objectives and Understanding by Design (UbD)—are explained. We stress the importance of teachers looking through students’ eyes to develop learning activities that

encourage engagement, participation, curiosity and self-directed learning by individuals and groups. The final section of the chapter introduces test-based, standards-based, and performance- based assessments of student learning. Step-by-step learning plans offer models for how to apply technology throughout the instructional design/lesson development process.

Focusing on instructional design, planning, and assessment, the chapter addresses the ISTE Standards for Educators of “Designer” and “Analyst.” Both ISTE standards focus on ways for teachers to develop student-centered, digital-age learning experiences and instructional assessments.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Summarize research on the science of learning.
2. Compare student-centered and teacher-centered approaches to learning with technology.
3. Describe the elements of instructional design using technology, including standards-based content, teaching methods and materials, and student learning assessments.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 5**

 **Chapter 5: Applying Technology As Teacher Leaders and Innovators**

Chapter Overview: Chapter 5 discusses technology integration and educational change as ways for technology-using teachers to become instructional leaders and innovators in schools. Issues and strategies for infusing technology into classroom instruction and professional work are discussed along with ways for teachers to address the digital divide, digital inequality, and the participation gap—all factors that disproportionately impact diverse students and those from low-income families. The contrasting concepts of “informate” and “automate” establish a framework for teachers to use in redefining how learning happens through innovative uses of technology in teaching. The chapter concludes with steps for current and future teachers to take to become technology-using leaders in schools. The chapter incorporates ISTE Standards for Educators of “Collaborator” and “Citizen,” through which teachers demonstrate leadership by integrating technology equitably and effectively across the curriculum while role modeling for students, families, and colleagues the skills and dispositions of technology-using educators and citizens.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Identify technology integration stages and challenges.
2. Discuss the dynamics of digital inequalities and the participation gap.
3. Analyze technology’s role in educational change and flipped learning in schools.
4. Demonstrate ways that teachers can become technology-leading educators in schools.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 6**

 **Test: Chapters 1-5**

**Week 7**

 **Chapter 6: Teaching Information Literacy and Digital Citizenship**

Chapter Overview: Chapter 6 examines how teachers and students can collaboratively develop the 21st century skills of information literacy and digital citizenship. We begin by defining information literacy, then explore the problems associated with the spread of fake and false news, and conclude with background information about ways to use Internet search engines to research and retrieve information. Next, we look at evaluation tools that identify purpose, slant, and bias in online materials. Wikipedia is reviewed as one of the websites often visited by teachers and students. Then, we explain the importance of students becoming digital citizens who are ethical users of technology, including how teachers can address plagiarism and cheating when students do not understand the meaning and purpose of copyright and fair use. The chapter concludes with a Technology Transformation Learning Plan focused on building information literacy skills, “From Text Sets to Media Sets: Researching Historical Biographies of Women Scientists Online.” By exploring search engines, web-based information, and digital citizenship, this chapter responds to the ISTE Standard for Students: Digital Citizen and Knowledge Constructor, which expects students to learn the essential elements of information literacy, including how to successfully search for information online while critically evaluating reliable vs. unreliable digital sources. As digital citizens and knowledge constructors, students are further expected to learn how to engage in the appropriate, responsible, and ethical treatment of online information, to cite sources and materials when conducting online research, and to stand up against bullying and cyberbullying behaviors.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Explain the meanings of literacy in an information age for teachers and students.
2. Analyze the challenges of online information, including uncovering fake news and utilizing Wikipedia.
3. Identify strategies for researching and retrieving online information, including open educational resources and public domain materials.
4. Discuss ways teachers and students can use technology as digital citizens.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

 **Week 8**

 **Chapter 7: Engaging In Virtual Learning With Online Resources**

Chapter Overview: Chapter 7 explores how teachers and students can utilize the online learning resources provided by educational websites, apps, and other digital materials. The first half of the chapter introduces social bookmarking, cloud computing, learning management systems (LMS), information alerts, and e-newsletters as ways to curate learning resources. We focus on developing lessons aligned to local, state, and national curriculum frameworks. In the second half of the chapter, virtual schools, online and blended learning, massive open online courses (MOOCs), and WebQuests/HyperDocs are discussed as virtual learning alternatives to face-to-face classroom instruction. We also examine different types of educational websites and apps—including virtual and augmented reality tools—that support exploratory learning in online settings. The chapter concludes with a Technology Transformation Learning Plan titled “Weather Station WebQuest.”

With its focus on using digital tools to curate and utilize online information, the chapter addresses the ISTE Standard for Students: Global Communicator, in which students learn how to use digital technologies to connect with and learn from people and places—locally and globally—through online and offline experiences.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Describe technologies for curating digital content, including bookmarking, social bookmarking, cloud computing, Google tools, and learning management systems.
2. Organize web resources to address curriculum standards utilizing information alerts, e-newsletters, RSS feeds, standards connectors, and inquiry-based WebQuests.
3. Analyze the advantages and drawbacks of online learning and virtual schools.
4. Apply exploratory learning websites and apps, virtual and augmented reality, and virtual field trips for online and offline learning.

 **Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 9**

 **Chapter 8: Solving Problems and Designing Solutions Through Coding,**

 **Makerspaces and Serious Gaming**

Chapter Overview: Chapter 8 examines how interactive educational software and apps, coding, makerspaces, and 3-D printing, along with digital learning games, support and promote problem solving and inquiry-based learning by K–12 students. We begin by defining problem solving before turning to the importance of teaching students computational thinking, coding, and robotics. Next, we introduce digital learning games and game-based learning as instructional choices for teachers and students, followed by an overview of makerspaces, the Maker Movement, and 3-D modeling and printing. The chapter concludes with a Technology Transformation Learning Plan titled “Recreating Precontact First American Homes with Makerspaces and 3-D Printing.”

Through its focus on inquiry-based learning and problem solving, the chapter responds to ISTE Standards for Students: Computational Thinker and Innovative Designer. Using coding, 3-D printing, serious games, and other technologies, students engage in the design process, address real-world problems, and develop the ability to work with complex, open-ended challenges while practicing the steps of problem solving from initial designs to trials and experiments to workable solutions. They develop the skills to pursue their curiosities and interests through data collection and data analysis, algorithmic thinking, and the clear presentation of findings and solutions.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Explain how technology promotes problem solving among students.
2. Analyze computational thinking in coding and robotics.
3. Apply digital games, educational simulations, virtual reality, and virtual worlds as learning resources for teachers and students.
4. Utilize makerspaces, the Maker Movement, and 3-D modeling and printing as instructional resources in schools.

 **Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 10**

 **Chapter 9: Communicating and Collaborating With Social Technologies**

Chapter Overview: Chapter 9 addresses ways teachers and students can use social technologies to share ideas and information in classrooms and online learning environments. The chapter opens by exploring synchronous and asynchronous communications as ways for teachers and students to interact online. Next we discuss e-mail, texting, and Twitter, popular forms of everyday communication that offer wide educational learning and networking opportunities. Then, we examine blogs and wikis—notably those developed collaboratively by teachers and students—as highly interactive formats for gaining and sharing academic information through collaborative learning. The chapter concludes with a Technology Transformation Learning Plan, “Blogging the News from Room 145.” The chapter responds to the ISTE Standard for Students of Creative Communicator by showing teachers and students how to use social media technologies to communicate ideas and information to many different readers and listeners. It also addresses the Global Communicator standard, in which students use collaborative technologies to interact with peers, teachers, experts, and communities in digital environments.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Explain the roles of digital communications as teaching and learning technologies.
2. Examine e-mail, texting and Twitter as educational networking tools for teachers and students.
3. Analyze how to utilize blogs for student and classroom learning.
4. Employ wikis and Google Sites as collaborative project-based learning formats for students and teachers.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

 **Week 11**

 **Test: Chapters 6-9**

**Week 12**

 **Chapter 10: Expressing Creativity With Multimedia Technologies**

Chapter Overview: Chapter 10 focuses on presenting and sharing information using multimedia technologies. We highlight free and low-cost digital tools and apps that students and teachers can use for presentations, videos, podcasts, images, infographics, and other multimodal content. Presentation software and apps, video-editing tools, digital cameras, digital storytelling and digital art programs, photo-editing and movie-making apps, and podcasts/vodcasts are explained as expansive ways for teachers and students to express learning across the curriculum. The chapter concludes with a Technology Transformation Learning Plan, “The Shortest Motion Picture You Can Make in Words,” showing students incorporating digital cameras, smartphones, and tablets in writing poetry. The chapter incorporates the ISTE Standards for Students of Innovative Designer and Creative Communicator where teachers support students in utilizing multimedia digital tools to design and express creative ideas and materials. The goal is to provide students with many options and choices for presenting ideas and information to readers and viewers.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Apply multimedia technologies as interactive tools for teaching and learning.
2. Explore presentation software, podcasts, and next-generation presentation tools.
3. Incorporate videos to enhance learning in the classroom.
4. Utilize photo-taking and movie-making tools to create memorable learning experiences.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 13**

 **Chapter 11: Differentiating Learning With Technology**

**Chapter Overview:** Chapter 11 examines how digital technologies expand learning opportunities by differentiating instruction for students, including students with special educational needs, students who are learning English as a new language, and students who come from diverse cultural and socioeconomic backgrounds. We begin by defining differentiated instruction (DI) and universal design for learning (UDL) and how technology supports multicultural education and multilingual learning for students. Next, we offer a review of assistive technologies, including handheld spellers, speech-to-text software, and text-to-speech software. We then focus on strategies for integrating

technology into the teaching of writing as ways to encourage all students to express ideas and information using written language. The chapter concludes with “Measuring Shadows,” a Technology Transformation Learning Plan showing a differentiated science learning approach in action. The chapter integrates the ISTE Standards for Students: Global Collaborator. The technologies and tools, ideas, and strategies presented here support students and teachers from diverse backgrounds, languages, and cultures in working together to achieve learning goals.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Demonstrate how teachers use technology to differentiate instruction (DI) and implement universal design for learning (UDL).
2. Discuss how technology differentiates learning of culturally and linguistically diverse students.
3. Explain how assistive technologies increase opportunities for successful student learning.
4. Analyze the roles for technology in a writing process for young writers.

 **Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

 **Week 14**

 **Chapter 12: Empowering Learners Through Performance Assessments and**

 **Reflection**

**Chapter Overview:** Chapter 12 examines how new teachers can use technology to design and utilize performance assessments of themselves as educators and students as learners. Beginning with early field experiences and student teaching and continuing throughout their career in education, teachers continually assess the performance of students while reflecting on their work as educators. We discuss technology-supported assessment in schools by examining student-centered assessment practices (including democratic teaching practices and student feedback surveys), digital tools and apps (including online quiz games and how they can facilitate students’ self-reflection about learning), and digital portfolios for teachers and students. The chapter concludes with a Technology Transformation Learning Plan, “Constructing an Encyclo-ME-dia: Recording Student Learning in a Digital Portfolio,” which describes a technology-based assessment approach with elementary students. Chapter 12 connects to the ISTE Standard for Students: Empowered Learner. The purpose for students is to learn how to proactively establish, monitor, and assess their personal educational goals. Digital portfolios, polls, student feedback surveys, democratic classroom practices, and other

performance evaluation practices and technologies help students focus on what and how they are learning. Reflecting is a necessary aspect to helping them apply that learning to their lives as members of multiple communities of friends, families and schools.

*Learning Outcomes*: After reading this chapter, students should be able to:

1. Discuss different types of learning assessments.
2. Explore student-centered assessment practices in schools and classrooms.
3. Identify digital tools and instructional practices that actively involve students in assessing learning.
4. Learn the features of digital portfolios for teachers and students.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum

**Week 15**

 **Test: Chapters 10-12**

 **Week 16**

 **Research Paper**

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

 differences

* Understanding how biases may influence the relationship an educator may have with

 children, families, and colleagues

1. **FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

1. **ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

1. **OTHER INFORMATION\*\*\***

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's

work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

ISTE student standards are:

1. Empowered learner
2. Digital citizen
3. Knowledge constructor
4. Innovative designer
5. Computational thinker
6. Creative communicator
7. Global collaborator

ISTE teacher standards are:

1. Learner
2. Leader
3. Citizen
4. Collaborator
5. Designer
6. Facilitator
7. Analyst

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.