COURSE IDENTIFICATION

Department: Click or tap here to enter text.

Course Title: Click or tap here to enter text.

Course Catalog Number: Click or tap here to enter text.

Credit Hours: Click or tap here to enter text.

Pre-requisites: Click or tap here to enter text.

Course Dates: **Start** Click or tap to enter a date. **End** Click or tap to enter a date.

Class Meeting Times: Click or tap here to enter text.

Online via Canvas at: https://ndm.instructure.com/

Instructor Contact Information: Click or tap here to enter text.

COURSE INFORMATION

Course Description

Click or tap here to enter text.

Credit Hour Statement

Click or tap here to enter text.

Required Recommended Texts

Required or Optional	Title	Author	Edition	Est. Cost	ISBN
☐ R ☐ O					
☐ R ☐ O					
☐ R ☐ O					
☐ R ☐ O					
☐ R ☐ O					

Program Learning Outcomes

As individuals who care, listen to, understand, and respect one another, faculty and students together create a community of shared inquiry and embody the following commonly shared values that we believe are inherent qualities of sound teaching and meaningful learning. We refer to this synergy as our RSVP Conceptual Framework from which are derived five specific School of Education Outcomes (SEOs) that are embedded in each of our teacher preparation programs. These outcomes are designed to prepare participants with the requisite skills needed to promote student achievement:

Skill	Description and Outcome
Research	Research-based and experience-based teaching within a liberal arts tradition enables the educator to act with the integrity that comes from knowing what one is doing and why one is doing it. **Associated outcomes:** (SEO-1) Demonstrate a general knowledge base in the liberal arts and in specific content appropriate for teaching and leading; and (SEO-2) Demonstrate effective application of principals derived from the ongoing relationship between research-informed theory and practice.
Self-Reflection	Reflection in action and critical self-knowledge enable the educator to articulate a point of view that is guided by informed reason rather than rhetoric, a personally appropriated value position, and attentive self-assessment. **Associated outcome:** (SEO-3) Exemplify the qualities of a reflective practitioner and leader through analysis and assessment of teaching practices and behaviors, redesigning instruction to meet individual needs.
Vocation	Teaching is a vocation or "calling" in which the meaning of professionalism gives equal weight to both competence and virtue. **Associated outcome**: (SEO-4) Act and make decisions guided by a philosophy of teaching and learning is rooted in a moral system that values the development and diversity of each individual.
Practice	Teachers, who exhibit visionary leadership and commitment to life-long learning, apply exemplary educational practices, which encourage and enable others to act with imagination, risk-taking, intention, and invention. **Associated outcome:** (SEO-5) Create a safe and interactive environment in which students are both empowered and free to take risks, to think analytically, critically, and creatively to make informed choices and to act responsibly.

Course Learning Objectives

Course Learning Objectives By the end of the course, learners will be able to:	Assessment
Objective 1:	
Objective 2:	

Objective 3:	
Objective 4:	
Objective 5:	
Objective 6:	
Objective 7:	
Objective 8:	
Objective 9:	
Objective 10:	

(Feel free to delete any row that is not used.)

Course Structure and Instructional Delivery

Click or tap here to enter text.

Attendance and Participation

The School of Education is committed to providing a complete online learning experience that includes the opportunity to fully engage in the learning process. Participation is critical to program success and demonstrating desired dispositions of the profession. The online instructional environment fosters student-centered learning, collaboration, and the opportunity to share perspectives; therefore, class attendance and engagement in learning are essential to the process. Course participants are expected to participate in all aspects of the online course. All discussions should be thoroughly completed in a professional manner. Since this course is online, there is more flexibility as to when work can be completed. However, there are deadlines that must be observed for assignment completion. If an emergency occurs, please reach out to me at ENTER CONTACT INFORMATION.

Students are expected to be:

- familiar with and to adhere to the written attendance policies pertaining to their specific University (*Women's University, University of Adult Undergraduate Studies, Graduate Studies)*

Absence, frequent lateness, or early departures may result in a reduction in the course grade. Excessive absences early in the course may result in withdrawal. Excessive absences throughout the duration of the course may result in failure. Students are responsible for communicating with the instructor about an absence to discuss implications/consequences. Student athletes who may miss class to participate in approved athletic events (games) must notify the instructor of the anticipated absences at the beginning of the course. Students should consult the course syllabus for attendance expectations. At the discretion of the instructor, a student who is absent from class may be required to provide a doctor's note no later than the subsequent class meeting.

Coursework Policies and Procedures

Click or tap here to enter text.

Technology Integration, Requirements, and Expectations

Click or tap here to enter text.

Grading Scale

Graduate Scale	
Percentage	Letter Grade
100 – 95	**A**
94 – 90	**B+**
89 – 85	**B**
84 – 77	**C+**
76 – 70	**C**
Below 70	**F**

Undergraduate Scale	
Percentage	Letter Grade
100 – 95	**A**
94 – 90	**B+**
89 – 85	**B**
84 – 80	**C+**
79 – 75	**C**
74 – 60	**D**
Below 60	**F**

Course Schedule

Dates	Topic	Activities	Due
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Assignments

(List Course Assignments and include short descriptions.)

UNIVERSITY POLICIES

Honor Code

By enrolling at Notre Dame of Maryland University, every student accepts and is bound by the Honor Code. The Honor Code is based on respect for the individual, personal responsibility, and honesty. It requires students, faculty, staff, and administrators to uphold Honor Board procedures, including the reporting of violations. The Honor Code expects academic honesty, and assumes that all work students submit is exclusively their own. **While technology-based tools can be used to help avoid illegal copy and plagiarism issues in student work, final determination of and resulting consequences for this type of infraction are at the full discretion of instructional faculty member(s) and/or university administration.**

A full discussion of the Honor Code and an explanation about potential sanctions for violation can be found in the current [NDMU catalog](#)

Academic Integrity Statement

Students should **include this statement with a signature** on any item submitted for a grade:

"I hereby affirm that I have neither given nor received help in this exam, paper or assignment." (Signature)

Community Netiquette Statement

As a student at Notre Dame of Maryland University, I recognize my digital citizenship within the NDMU cyber community and I will use the following statement to guide my web-based interactions.

I will remember the human behind the screen. I will take full responsibility for myself. I will work within appropriate technologies. I will respect other's privacy, time, and bandwidth. I will present myself positively. I will share my knowledge and expertise. I will keep myself out of flame wars. I will be patient with other's mistakes and netiquette errors.

Adapted from Virginia Shea's [Core Rules of Netiquette](#)

In-Class Technology

NDMU encourages appropriate technology use as a means to facilitate learning. It is the responsibility of faculty to set expectations regarding the use of technology within classes, laboratories, or experiential sites. Students may use computers, smart phones, and tablets in the classroom when the function is **on-task and supporting instructional and learning activities**. Off-task personal uses of technology in the classroom that distract and prohibit students from full class participation are not permitted. In addition, all electronic devices must remain in silent mode. Only through pre-arranged explicit permission from the instructor should any calls or texts ever be answered during class. This will be addressed case-by-case and based on the urgency of the situation.

Students should seek clarification from the instructor if there is any confusion about appropriate allowances for technology use and integration during class sessions. Violation of NDMU Classroom Technology Use policy is a violation of NDMU Honor Code policy. Ensuring compliance with these policies is a shared responsibility between students and faculty.

NDMU students may not use recording devices in the classroom without explicit prior permission of the instructor. Instructor permission is not required when the instructor has received an accommodation

notification from Disability Services that identifies a student who requires the use of a recording device. Instructors may prohibit the use of a recording device when it inhibits discussion and the free exchange of ideas in the classroom. Even with permission to record, students are required to remain in full compliance of FERPA laws that govern the privacy of all students. **All in-class recordings remain the intellectual property of the university** and may only be shared using the Canavs Learning Management System (LMS) by students registered in the same course. In-class recordings in any format may never be posted to an external website, including all social media sites.

Access to Disability Support Services

Accessibility services and accommodations are available to students in accordance with the Americans with Disabilities Act. If you require accommodations in this course, you are strongly encouraged to contact the Director of Accessibility and Health Promotion who will meet with you, review the documentation of your disability or medical condition, and discuss the services offered and any accommodations you seek for specific courses.

It is extremely important that you begin this process at the beginning of the semester as accommodations are not retroactive; please do not wait until the first test or paper. Please note that it is the student's responsibility to share any determined arrangements or accommodation plan with the course instructor as soon as possible within the semester to assist in your success.

The University also recognizes that students who are experiencing temporary medical conditions may also require accommodations. Students who are pregnant, nursing, or those with other temporary medical conditions should also contact the Office of Accessibility and Health Promotion to discuss any accommodation requests.

Emergency Communication and Procedures

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Information regarding closings, cancellations, and the re-opening of campus is available from several sources. Students should check the University's Web site (www.ndm.edu) or call 410-532-5151. In addition, a voice mail message will be sent to all campus phone extensions if there is a change in the University's opening status. Students should also sign up for the University's text notification system, which sends messages to registered text-message-capable cell phones, and e-mail addresses. Register for this service at: http://www.ndm.edu/public-safety/e2campus

School of Education Protocols & Policies

SOE AI Policy

NDMU requires the responsible use of artificial intelligence (AI), specifically ChatGPT, in academic contexts. AI tools like ChatGPT can aid in idea generation and simplifying complex concepts. However, students must ensure that their submissions reflect their own original thinking. Direct copying or paraphrasing from ChatGPT without proper citation is not allowed. When incorporating AI-generated content, students should cite it using the recommended APA format: (OpenAI, 2023) for in-text citations and the full reference for ChatGPT (Mar 14 version) in the reference list. While AI offers valuable assistance, it may not grasp intricate academic concepts. Students remain accountable for their work's accuracy. Collaborative projects should transparently indicate AI tool use to credit individual contributions. Students must adhere to the NDMU honor code, disclosing AI tool usage and citing sources. Failure to do so violates the code, leading to sanctions outlined in the syllabus and student handbook. Academic integrity hinges on honesty and transparency.

SOE ePortfolio Policy

Effective the Summer 2025 term, Anthology Portfolio (formerly Chalk & Wire) has been discontinued. All assessments will be collected and evaluated in Canvas.

SOE Communication & Email Policy

All School of Education students should adhere to communication guidelines specified in the University's Student Handbook (see https://www.ndm.edu/sites/default/files/pdf/ndmu_student_handbook_07-24-2018.pdf According to these guidelines all students are expected to use their Notre Dame email accounts for University and SOE-related correspondence.

Each student must have an active NDM email account. This account should be checked regularly. Students are responsible for all correspondence sent via the NDM email system. Technology problems, such as not receiving emails, are not a valid excuse for missed information unless evidence of a widespread problem is provided.

Canvas Policy

Students must check Canvas every day for additional announcements, assignments, etc.

Classroom Etiquette

The School of Education is committed to creating a classroom environment that provides all students the opportunity to engage in the learning process. The classroom is a professional work environment, and it is important for all students to enhance the learning environment by modeling appropriate classroom etiquette. The following policies are in place to provide the students and instructors a professional atmosphere. Please address the instructor and other classmates in a professional manner, avoiding the use of "casual" terms that carry any disrespect. For classroom attire, please dress for the workplace. All learners must arrive on time to class and remain for the entire duration of the class. Late arrivals and early departures from class are disruptive to the educational flow. Finally, apart from pre-approved guest speakers, any individual not officially enrolled in this face-to-face or virtual course is prohibited from being in the learning environment during instruction. Students may not bring children with them to class or leave them unsupervised outside the classroom. If attending a virtual synchronous session, please ensure your environment is quiet and free of distractions.

As a result of a violation to the etiquette policies, the instructor may:

1. refer the student to the policies/guidelines stated in the course syllabus, School of Education Policies, and/or the graduate catalog
2. issue a warning to discontinue the inappropriate behavior
3. ask the student to leave the class
4. lower the final grade
5. suggest that the student drop the class.

Philosophy of Assessment

The School of Education:

● Provides relevant educational experiences that are aligned with clear, specific, measurable objectives
● Values quality instruction and formative feedback as necessary components that lead to student achievement of educational objectives
● Monitors student progress toward measurable objectives so that assessment is on-going and continuously evaluated in light of emerging insights
● Delivers organized, systematic assessments to measure student achievement of institutional and degree/program objectives

- Determines modifications to pedagogy, curriculum, and support services in on-going efforts of improvement
- Believes that multiple stakeholders bring valuable perspectives to program assessment
- Assesses regularly and reports findings to internal and external stakeholders and accrediting bodies

Course Reference List