

Syllabus for 1102 OMDE.603 9040

Faculty Contact Information

Jim Rawson: email: jrawson@umuc.edu office phone: 240-582-2500

Course Introduction

- This is a 3-credit graduate course.
- Semester covers 12 weeks.
- The course consists of five modules, **covered over a 12 week term.**
- The course officially **begins on January 27, and ends on April 24.**
- The last date for withdrawal without penalty is: April 10th, 2011.
- Students are encouraged to contact their instructor as needed via jrawson@umuc.edu

Course Description

A review of the history and the terminology of technology used in distance education. The basic technology building blocks of hardware, networks, and software are identified. Analysis covers the characteristics of asynchronous and synchronous technologies and tools used in the teaching and learning, as well as the administration of distance education. The relationship between technology and the goals of the educational/training organization are critically examined. The relationship between information technology (especially online technology) and distance education is explored. Topics include the criteria and guidelines for selecting technologies for distance education and the future directions of technology in distance education.

Course Goals/Objectives

Upon completing this course, students will be able to:

- Describe the history and terminology related to media and technology in DE.
- Analyze the range of technologies used in the design, delivery, management and support of DE.
- Critique distinct technology applications.
- Apply the conceptual framework of the SECTIONS model.
- Justify the appropriate selection of generic technology (ies) that support broad organizational goals.
- Evaluate new developments in online educational technologies.
- Discuss future issues relating to the uses of technology in DE.

Course Materials

[Click here to view the required and recommended materials to be purchased and to access ordering information.](#)

[Graduate School's Read Me First Document](#)

Additional Readings/Materials

Required Textbooks and Other Resources

Textbooks

1. Bates, A.W., & Poole, G. (2003). Effective teaching with technology in higher education: Foundations for success. San Francisco, CA: Jossey-Bass.
2. Bernath, U., & Rubin, E. (Eds.). (2003). Reflections on teaching and learning in an online master program - A case study. Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg. (Note: This book was a Required Reading in OMDE 601)
3. Moore, M. G., & Kearsley, G. (2005). Distance education: A systems view. Belmont, CA: Wadsworth. (Second Edition) (Note: This book was a Required Reading in OMDE 601)
4. Anderson, T., & Elloumi, F. (Eds.). (2004). Theory and practice of online learning. Available at: http://cde.athabasca.ca/online_book/

Other Resources

1. Additional online readings maybe assigned in each module
2. This course is only offered in the online mode. Therefore, students must be prepared to ensure technical access WebTycho via an appropriate browser and ensure that they have the required hardware and software (<http://tychousa1.umuc.edu/wtdocs/wthelp/index.html>)
3. invest an average 10 - 15 hours per week in the course which, on average, consists of 50 hours of reading;50 hours of active, visible participation in the discussion groups; and 50 hours for assignments

Grading Information and Criteria

Your final grade is composed of your work in formal written essays and your online collaborative participation in Conference topics. This section reviews policies and practice in this course within the UMUC policy framework.

The course grade will be composed as described in the table below:

Assignment	% of Final Grade
Assignment 1 (essay)	20%
Assignment 2 (essay)	30%
Assignment 3 (essay)	30%
Conference Participation	20%

Grades and comments on Assignments will normally be posted within 7 calendar days of my receiving the last Assignment. Assignments and grades must be posted to the course site on WebTycho, not sent by e-mail. A grading rubric for each essay assignment is available on the Web page that describes the assignment.

Collaborative Learning. Twenty per cent (20%) of your final grade is determined by participation in conferences, study groups and other activities as appropriate. These activities are designed to foster

collaborative learning among students and to permit you to interact and support one another in your learning. You need not participate in every single discussion thread, but you are expected to participate consistently and regularly (on average, 1-2 times a week), building both on what your colleagues say in the course and on what you are reading. Each topic starts with a question, but the goal is not to generate a list of answers to a quiz, but to stimulate discussion among us. So, for example, if 3 or 4 people pose some "answers" a discussion question, start building on their posts instead of posting your own "stand-alone" reply.

Project Descriptions

Module 1 - Terminology and History

Objectives:

- Describe the history of media and technology in distance education.
- Demonstrate knowledge of the range of terminology and values applied to technology in distance education.
- Develop a *common baseline* about technology in distance education independent of a sequence of courses or experience and knowledge.
- Examine definitions such as distance education and online education.
- Demonstrate knowledge of the range of terminology and values applied to technology in distance education.

Background:

Terminology

Terminology can be a challenging barrier to discussing the topic of technology in distance education because of the variety of words used and their implied values and meanings. For example, while the words "correspondence study" are a pretty good clue to the fact that learning occurs through print, "independent study" seems to refer more to the fact that people learn "on their own" and perhaps implies that they are not part of a group. However, "independent study" is typically equated with "correspondence study". It could, however, be argued that studying by audio cassette or by CD-ROM is equally independent, yet they are not usually presented as methods of independent study. They are "defined" by the technology, and not by the method of learning.

Historical Context

The first technology to be used in 19th century distance education was paper that contained black and white printed text and still graphics; its distribution system was by hand through the public postal system whose center point was a central sorting office. Indeed, it was the invention of a reliable public postal system that made this mode of education possible. While broadcast radio expanded distance education in the 30's, it was not until the late 60's and early 70's that synchronous technologies such as audio conferencing by telephone and interactive television seemed to stimulate an explosion of interest in distance education and a debate among experts such as Peters as to whether it was really distance education that they fostered.

Today, the fast-growing technology used in distance education is the computer, which typically distributes either black and white or color printed text and either still or moving graphic/pictorial material/video. Its distribution system includes wired telephone and ISDN systems and wireless.

Technology in education (like technology in work, culture and leisure) has usually prompted debate about whether it is "good or bad", a de-personalizing or humanizing development. Historically,

Module 1 - Terminology and History (continued)

technologies such as chalk, ball-point pens and blackboards have stirred much the same passionate pro and con debate as the computer does today. The computer is affecting education, business and government, changing our notions of place and time. Technology is not, however, universal, with the result that terms such as the "digital divide" have been coined and a new concern has emerged regarding gaps between developed and developing countries.

Required Readings:

1. Terminology
 - a. Moore & Kearsley, Chapter 1, "Basic Concepts," pp.1-23
2. History
 - a. Moore & Kearsley, Chapter 2, "Historical Context," pp. 24-45
 - a. Bates & Poole, Chapter 3, "The role of media and technology in education," pp. 47-74.

Activities:

Post your answer to the following question to the Terminology discussion in the Conferences for module 1.

- In your experience, what term, e.g. distance learning, online learning, e-learning, distributed learning, flexible learning, or some other term, is used in the DE literature you read and what rationale do authors give for using it?
- Are their reasons strong? What term do you prefer? Why?

Post your answer to the following question to the Historical Context discussion in the Conferences for module 1.

- What was the most interesting point that you learned in the Required Readings assigned to this topic and you would like to share with the class about it?

Module 2 - An Overview of Asynchronous & Synchronous Technologies

Objectives:

1. Analyze the range of technologies used in the design, delivery, management and support of distance education.
2. Compare old and new technologies, such as audio conferencing and VOIP, ITV and webcasting, and online technologies such as Learning Management Systems.
3. Experience hands-on demonstrations via resources such as educational and vendor web sites.
4. Examine specialized tools and applications such as wikis and blogs.

Background:

One of the main focus of this module is on asynchronous & synchronous distance DE technologies. Let's start by clarifying what do we mean by saying Asynchronous or Synchronous Distance Learning. Below you will find a collection of definitions related to asynchronous and synchronous DE.

Asynchronous is a communication occurring independent of time or location. Asynchronous communication occurs in time delay, for example, participants send messages to a central location (discussion forum) where they are archived for later retrieval from other participants. Asynchronous distance education is education in which interaction by instructor and students occurs intermittently with a time delay and does not take place simultaneously. Content can be delivered using text, audio or video. In asynchronous distance education students and instructors are separated by place and by time.

Synchronous is a communication in which interaction between participants is simultaneous. Synchronous communication occurs in real time, for example, with two or more users chatting with one another. Synchronous distance education occurs as a real-time, learning event in which all participants communicate directly with each other at the same time. Content can also be delivered using text, audio or video. In synchronous DE students and instructors are separated geography but learning together at the same time.

By now, you are familiar with asynchronous distance education because you have been doing it through WebTycho.

Required Readings:

Fahy, J. P. (2004). Media characteristics and online learning technology. In T. Anderson. & F. Elloumi (Eds.), *Theory and practice of online learning* (pp. 137-171). Retrieved January 20, 2005, from http://cde.athabascau.ca/online_book/ch6.html

Holmberg, B. (2003). Computer support of distance education, particularly online teaching and learning. In U. Bernath & E. Rubin (Eds.), *Reflections on teaching and learning in an online master program - A case study* (pp. 131-137). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

McGreal R. & Elliott, M. (2004). Technologies of online learning (e-Learning). In T. Anderson. & F. Elloumi (Eds.), *Theory and practice of online learning* (pp. 115-135). Retrieved January 20, 2005, from http://cde.athabascau.ca/online_book/ch5.html

Moore & Kearsley, Chapter 4, "Technology and Media," pp.72-99

Choose 4 articles from the following list to use in conference participation:

Mobile Learning

Barker, A., Krull, G., & Mallinson, B. (2005). A Proposed Theoretical Model for mLearning Adoption in Developing Countries. Retrieved December 13, 2006, from <http://http://www.mlearn.org.za/CD/papers/Barker.pdf>

Good, R. (2005). Learning On The Move: MLearning Is Next. Retrieved December 13, 2006, from http://www.masternewmedia.org/news/2006/01/17/learning_on_the_move_mlearning.htm

Laouris, Y. & Eteokleous, N. (2005). We need an Educationally Relevant Definition of Mobile Learning. Retrieved December 13, 2006, from <http://www.mlearn.org.za/CD/papers/Laouris%20&%20Eteokleous.pdf>

Social software

Augar, N., Reitman, R., & Zhou, W. (2004). Teaching and learning online with wikis. In R. Atkinson, C. McBeath, D. Jonas-Dwyer & R. Phillips (Eds.), *Beyond the comfort zone: Proceedings of the 21st ASCILITE*

Conference (pp. 95-104). Perth, 5-8 December. Retrieved December 13, 2006, from <http://www.ascilite.org.au/conferences/perth04/procs/auagar.html>

Cameron, D., & Anderson, T. (2006). Comparing Weblogs to Threaded Discussion Tools in Online Educational Contexts. *International Journal of Instructional Technology and Distance Learning*, 2(11). Retrieved December 13, 2006, from http://www.itdl.org/Journal/Nov_06/article01.htm

Chesney, T. (2006). An empirical examination of Wikipedia's credibility Retrieved December 13, 2006, from http://firstmonday.org/issues/issue11_11/chesney/

Downes, S. (2004). Educational blogging. *EDUCAUSE Review*, 39(5), 1-26. Retrieved December 13, 2006, from <http://www.educause.edu/pub/er/erm04/erm0450.asp>

Downes, S. (2006). E-learning 2.0. *Elearn Magazine*. Retrieved December 13, 2006, from <http://www.elearnmag.org/subpage.cfm?section=articles&article=29-1>

Oakley B. (2006). Wikis, Blogs, RSS, and Podcasting. Retrieved December 13, 2006, from <http://http://www.ewh.ieee.org/soc/es/Oakley.html>

RAMBLE - Remote Authoring of Mobile Blogs for Learning Environments. Retrieved December 13, 2006 from <http://ramble.oucs.ox.ac.uk/index.html>

Tools & applications

Cohn, E. R. (2004). One course, one web site-of course? Maybe not! *EDUCAUSE Quarterly*, 27(2). Retrieved December 13, 2006, from <http://www.educause.edu/pub/eq/eqm04/eqm0421.asp>

Downes, S. (2005). Places to Go: Moodle. *Innovate*, 2(2). Retrieved December 13, 2006, from <http://www.innovateonline.info/index.php?view=article&id=245>

Donnelly, M. K., & Berge, L. Z. (2006). Podcasting: Co-opting MP3 Players for Education and Training Purposes. *The Online Journal of Distance Learning Administration*, 9(3). Retrieved December 13, 2006, from <http://www.westga.edu/~distance/ojdl/fall93/donnelly93.htm>

Lessig, L. (2005). Creative Commons. Retrieved December 13, 2006, from <http://creativecommons.org/>

MacManus R., & Porter, J. (2005). Web 2.0 for Designers. *Digital Web Magazine*. Retrieved December 13, 2006, from http://www.digital-web.com/articles/web_2_for_designers/

Reed, J., & Woodruff, M. (1995). *Videoconferencing - Using compressed video for distance learning*. Retrieved December 13, 2006, from <http://www.kn.pacbell.com/wired/vidconf/Using.html>

Activities:

Post your answer to the following question to the Differences discussion in the Conferences for module 2.

1. From your readings, what are the main advantages and disadvantages of synchronous and asynchronous technologies? Feel free to share your experiences in using them.
2. Complete Assignment 1.

Module 3 - Designing and Delivering DE using Technology

Objectives:

- Identify criteria to compare and contrast technology features.
- Explore ways to design and deliver DE using technology.
- Critically examine what the research indicates about where various technologies best fit in DE.
- Learn about instructor/tutor, interaction and collaboration in DE.

Background:

There are many ways to design and deliver distance education. Sometimes, a whole host of specialists works to design a single distance education class, much like the crew of movies or television shows whose names make up the rolling credits that often seem to go on forever. Other times, a single faculty member works to bring a class online, maybe all at once or by adding just a little online material every semester until the goal is reached. The spectrum of course design represents a range of possibilities between those two more extreme cases.

What makes up a course is another variable. Is it just read and test? Does the student get to discuss? What opportunities for interaction are available? Which kinds of interaction are available? Is the learning self-paced or regemented? What roles do technologies play in all of these?

Required Readings:

Anderson, T. (2003). Modes of interaction in distance education: Recent developments and research questions. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education* (pp. 129-144). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. **(Reserved Reading)**

Bates & Poole, Chapter 7, "Approaches to the Design of Technology-Based Learning," pp. 153-179.

Moore & Kearsley, Chapter 5, "Course Design and Development, pp. 100-108.

Any 2 of the 4 chapters, Part 3, Design and development of online courses. In T. Anderson. & F. Elloumi (Eds.), *Theory and practice of online learning*. Retrieved January 20, 2005, from http://cde.athabasca.ca/online_book/contents.html

Porto, S. (2004). *Multimedia objects for MSIT 620*. Retrieved January 20, 2005, from <http://www.umuc.edu/distance/odell/cvu/fml/innovators/porto.html>

Ryder, M. (2005). *Instructional design models*. Retrieved January 20, 2005, from http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html

Activities: module 3

Post your answer to the following question to the Comparison discussion in the Conferences for module 3.

- What are the similarities and differences between designing and delivering a distance education course and a face to face course?

Post your answer to the following question to the Instructor Role discussion in the Conferences for module 3.

- How does the instructor's role change between a face to face course and one delivered through distance education?

Module 4 - Technologies, Learners and Institutions

Objectives:

- Apply the conceptual framework of the SECTIONS model.
- Demonstrate the ability to select generic technology (ies) that support broad institutional and/or organizational goals.

Background:

So far, technology has been addressed from the perspective of the teaching/learning function. What of its contribution to larger institutional goals? Indeed, if technology is not just the tool itself but all the ways of behaving associated with it, then what are the implications of launching distance education at an institution/organization (creating a dual mode entity) or creating a single mode model that does "nothing but" distance education?

Distance education has been seen as a means for institutions to improve access to educational opportunity, to increase revenues, to reduce or displace costs, and/or to develop partnerships that increase the range of courses offered and to participate internationally as a global institution. Companies may see distance education as a way to improve performance in all their offices through consistent, frequent training. This diverse set of objectives cannot necessarily all be accomplished or given the same priority.

In this module you will understand how to select and use technology to support institutional/ organizational and learner goals in distance and campus learning.

Selecting technology may involve the challenge of balancing both institutional and learner goals in an appropriate mix. It also involves the application of technology to the classroom and to the distance education program. As a consequence, there is much debate about the vision of future education and training organizations, the role that digital technology will play and what strategies and funding are needed to achieve the vision. While stakeholders may feel that digital technology is central to any vision of the future, they may not agree on the practical steps needed to achieve the vision.

Required Readings:

Bates, A. W. (Tony). (1995). Technology, open learning and distance education. London: Routledge. [pp. 33-60] **(Reserved Reading)**

Bates & Poole, Chapter 4, "A Framework for Selecting and Using Technology," pp. 75-105.

Davis, A. (2004). Developing an infrastructure for online learning In: Anderson, T. & Elloumi, F. (Eds.) Theory and Practice of Online Learning, http://cde.athabascau.ca/online_book/ch4.html, Chapter 4

Moore & Kearsley, Chapter 7, "The DE Student," 179-183.

Rumble, G. (2000). Student support in distance education in the 21st century: Learning from service management. Distance Education, 21(2), 216-235. **(Reserved Reading)**

Read one of these two chapters:

A. Smith, L. J. (2003). Assessing student needs in an online graduate program. In U. Bernath, & E. Rubin (Eds.), *Reflections on teaching and learning in an online master program - A case study* (pp. 255-267). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

or

B. Brindley, J.E., Zawicki, O., & Roberts, J. (2003). Support services for online faculty: The provider and the user perspectives. In U. Bernath, & E. Rubin (Eds.), *Reflections on teaching and learning in an online master program - A case study* (pp. 137-167). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg

Activities:

Post your answer to the following question to the DE Technologies discussion in the Conferences for module 4.

1. Please find an organization that identifies distance education technology in its mission/business plan/operational plan as a factor in facilitating institutional goals and mandates.
2. What is one key way in which distance education technology is seen by the institution as furthering its goals?
3. Describe which technology(ies) have been identified by the institution you selected as useful in furthering institutional goals. What seems to be the main reason why that (those) particular technology(ies) was (were) chosen? If the institution does not state its reasons, speculate on what the main reason might be based on the readings in this course. In replying, please analyze the institution within the context of the required readings.
4. Complete Assignment #2.

Module 5 - Emerging Technologies: Can We See the Future?

Objectives:

- Develop a critical perspective toward new developments in online educational technologies.
- Discuss future issues relating to the uses of technology in distance education.
- Drawing on futurist research, students speculate about trends in DE technology.

Background:

In the world of technology, something is always emerging. It seems to be the catalyst for change in the current generations. The life of a technical specialist or manager in distance education involves:

1. Finding ways to understand technologies that appear on the horizon
2. Discerning which of them have impact or potential in education
3. Discovering the "tipping point" where a technology is worth adopting
4. Developing an exploration and implementation plan for promising technologies
5. Evaluating technologies to see if they have achieved their targets and modifying their implementation if they have not.

Such is the life of the successful graduates of this class. Even more, once you get started on this cycle, you have to iterate it all over again for something new.

Required Readings:

Bates & Poole, Chapter 10, "Change and Stability in Teaching with Technology," pp. 253-282.

Moore & Kearsley, Chapter 12, "DE is about Change," pp. 292-304.

Emerging Technologies for learning. (2006). Retrieved May 20, 2006, from http://www.becta.org.uk/corporate/publications/documents/Emerging_Technologies_Accessibility.pdf chapters 1 (pp. 6-22)& 4 (pp.32-41).

Neal, L. (2007). *Predictions for 2007*, Elearn Magazine. Retrieved February 1, 2007, from <http://www.elearnmag.org/subpage.cfm?section=articles&article=42-1>

Good, R. (2006). New Media Trends And 2007 Predictions: What's Coming? Retrieved December 21 , 2006, from http://www.masternewmedia.org/news/2006/12/20/new_media_trends_and_2007.htm

Carey, P., & Gleason, B. (2006). Vision 2010: The future of higher education business and learning applications. *Innovate* 3(1). Retrieved December 21, 2006, from <http://www.innovateonline.info/index.php?view=article&id=314>

New Media Consortium. (2007). *The Horizon Report*. Retrieved February 27, 2007, from http://www.nmc.org/pdf/2007_Horizon_Report.pdf

Activities:

Post your answer to the following question to the Trade Show discussion in the Conferences for module 5.

- What one technology or one software product would you include in the trade show component of a DE conference designed to showcase the technologies that will be most important to DE in the future? Give a strong reason for your recommendation based on something you have read about your technology in the literature. Would your recommended technology be different if you had to organize two shows - one in New York and one in a city from the third world?

Post your answer to the following question to the Not Included discussion in the Conferences for module 5.

- What one technology or one software product currently seen at DE trade shows do you think will NOT be at a trade show in 5 Years?

Post your answer to the following question to the President discussion in the Conferences for module 5.

1. If you could be the President of UMUC for a day what would your first act be with respect to the use of technology in Distance Education?
2. Complete Assignment #3

Additional Information

TECHNICAL ASSISTANCE AND WEBTYCHO SUPPORT

Understanding and navigating through WebTycho is critical to successfully completing this course. All students are encouraged to complete UMUC's Orientation to Distance Education and WebTycho Tour at http://www.umuc.edu/distance/de_orien.

UMUC 360 Support is accessible directly in the WebTycho classroom. Technical support is available 24 hours a day, 7 days a week, 365 days a year via self-help, phone, and chat at <http://support.umuc.edu> or toll-free 888-360-UMUC (8682), or 301-985-6710.

LIBRARY SUPPORT

Extensive library resources and services are available online, 24 hours a day, seven days a week at <http://www.umuc.edu/library>. Information and Library Services provides research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its Ask a Librarian service (<http://www.umuc.edu/library/help/ask.shtml>), which includes 24/7 chat and e-mail. The Search by Subject area of the library's Web site (<http://www.umuc.edu/library/subjects.shtml>) provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance. A guide to using UMUC's library databases is available at <http://www.umuc.edu/library/tutorials/research/mod6.shtml>.

Academic Policies

Graduate School of Management and Technology's Academic Policies (GSMT)

GRADING GUIDELINES

According to the Graduate School of Management and Technology's grading policy, the following marks are used:

A (90-100) = Excellent
B (80-89) = Good
C (70-79) = Below standards
F (69 or below) = Failure
FN = Failure for nonattendance
G = Grade pending
P = Passing
S = Satisfactory
U = Unsatisfactory
I = Incomplete
AU = Audit
W = Withdrew

The grade of "B" represents the benchmark for the Graduate School of Management and Technology. It indicates that the student has demonstrated competency in the subject matter of the course, e.g., has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, well-reasoned, well-organized, and grammatically correct responses, whether written or oral.

Only students who fully meet this standard and, in addition, demonstrate exceptional comprehension and application of the course subject matter earn a grade of "A."

Students who do not meet the benchmark standard of competency fall within the "C" range or lower. They, in effect, have not met graduate level standards. Where this failure is substantial, they can earn an "F." The "FN"

grade means a failure in the course because the student has ceased to attend and participate in course assignments and activities but has not officially withdrawn.

ACADEMIC STANDARDS

Graduate students are expected to maintain a 3.0 or higher grade point average (GPA) at all times, with no grade of F. An assessment of academic standing is made of each student at the end of every semester. Each student's GPA is computed for all UMUC graduate-level graded coursework to make a determination of academic standing as described in the policy below.

[UMUC policy on academic levels of progress](#) (exclusive of doctoral level)

[UMUC Doctoral program policies](#)

WITHDRAWAL

Students who officially withdraw from a course receive a mark of W (Withdrawal). The grade of W will appear on the official transcript but will not be used in calculating the grade point average (GPA). Students must follow the withdrawal procedures as outlined in the catalog, schedule of classes, or Web site. Graduate students must officially withdraw at least two weeks (14 calendar days) before the final class. Students who do not officially withdraw by the deadline receive the grade earned for the course.

WRITING STANDARDS

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the total communication process. The Graduate School of Management and Technology recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate graduate level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 6th Edition. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free.

POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM

[UMUC policy on academic dishonesty and plagiarism](#)

Tutorial:

UMUC offers the [VAIL Tutor](#), a tutorial covering academic integrity and strategies to help students avoid academic dishonesty and plagiarism.

Turnitin.com:

The University has a license agreement with [Turnitin.com](#), a service that helps prevent plagiarism from internet resources. Your instructor may be using this service in this class by either requiring students to submit their papers electronically to Turnitin.com or by submitting questionable text on behalf of a student. If you or your instructor submit part or all of your paper, it will be stored by Turnitin.com in their database throughout the term of the University's contract with Turnitin.com. If you object to this temporary storage of your paper, you must let your instructor know no later than two weeks after the start of this class. Please Note: If you object to the storage of your paper on Turnitin.com, your instructor may utilize other services to check your work for plagiarism.

COURSE EVALUATION FORM

UMUC values its students' feedback. You will be asked to complete a mandatory online evaluation toward the end of the semester. The primary purpose of this evaluation is to assess the effectiveness of classroom instruction. UMUC requires all students to complete this evaluation. Your individual responses are kept confidential.

The evaluation notice will appear on your class screen about 21 days before the end of the semester. You will have approximately one week to complete the evaluation. If, within this 21-day period, you do not open the file and either respond to the questions or click on "no response," you will be "locked out" of the class until you do complete the evaluation. This means that you will not be able to enter the classroom. Once you have completed the evaluation, you will regain access to the classroom. If you have any problem getting back in your classroom, you should immediately contact [UMUC 360 support](#) by phone toll-free, 888-360-UMUC (8682), or 301-985-6710 or via [chat](#).

The Graduate School of Management and Technology takes students' evaluations seriously, and in order to provide the best learning experience possible, information provided is used to make continuous improvements to every class. Please take full advantage of this opportunity to provide constructive recommendations and comments about potential areas of improvement.

STUDENTS WITH DISABILITIES

Students with disabilities who want to request and register for services should contact UMUC's technical director for veteran and disabled student services at least four to six weeks in advance of registration each semester. Please email disabilityservices@umuc.edu or call 240-684-2287 or 240-684-2277 (TTY).

Course Schedule

The course schedule is available in the "Schedule" link in the **Course Content** section of the left menu.

Also, in the **Course Content** section, you might want to look at the "Schedule-at-a-Glance" link. It shows all activities and due dates in a single chart.