Penn State Harrisburg  
EDUC 462: Computer Literacy  
**Syllabus**  
**Fall 2006**

**Course:** EDUC 462 Computer Literacy  
**Credit Hours:** 3  
**Time:** Monday & Wednesday: 8:00 AM to 9:15 AM  
**Location:** Olmsted Computer Lab C-15  
(Note: NO Food or Drink is permitted in the Computer Lab)  
**Instructor:** Dr. Robert W. Coffman  
**Office:** Olmsted W-331  
**Office Hours:**  
Monday: 9:30 AM to 11:00 AM  
Tuesday: 10:00 AM to 11:00 AM and 2:00 PM to 3:00 PM  
Wednesday: 9:30 AM to 11:00 AM and 3:00 PM to 4:00 PM  
Other times by appointment*  
* Appointments are strongly encouraged since at times the instructor will be visiting students during their field experience and student teaching placements.  
**Office Phone:** (717) 948-6214  
**E-mail Address:** rwc11@psu.edu  
**Homepage:** [http://www.personal.psu.edu/rwc11](http://www.personal.psu.edu/rwc11)  
**Catalog Description:** (From the Penn State Harrisburg catalog)  
“An introduction: Microcomputers and their educational applications.”

**ANGEL Account Information**  
This course utilizes A New Global Environment for Learning (ANGEL) which is the Penn State University Course Management System (CMS) software. It is designed to use the Web to deliver and enhance specific activities and course requirements. Students are strongly urged to “bookmark” the following URL and visit the site regularly.  
[https://webaccess.psu.edu/services/](https://webaccess.psu.edu/services/)

**TaskStream Account Information**  
This course will also utilize TaskStream software, an Internet based program that students can use to create, organize, and share reflective electronic portfolios that demonstrate learned competencies. Candidates will submit work for review and evaluation, collaborate with peers, and receive feedback from the instructor. Penn State Harrisburg is paying all candidate expenses for this service. Additional information will be presented throughout the semester as details become available. Students are urged to “bookmark” the following URL and visit it as often as necessary.  
Course Description

This course offers a comprehensive introduction to computer technology for classroom teachers. A major emphasis of the course is on learning the basic operations of the computer, how to integrate the computer into the classroom setting, and the integration of technology standards within the instructional setting. Students are encouraged to develop a positive and healthy perspective on the use of computers in the educational setting.

Topics include the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T); computer systems; instructional software; computer hardware; productivity software; computer applications; telecommunications; multimedia; computer presentation programs; and major issues surrounding the use of technology in the classroom.

Purposes

The major purpose of EDUC 462 is to help the student become technologically literate within the educational environment. All assignments are designed to integrate knowledge and skills classroom teachers will need to demonstrate within the context of their profession. Assignments integrate the International Society for Technology in Education (ISTE) Technology Standards for Teachers (NETS-T). Specifically, students will:

* Demonstrate a high level of competence in the use of technology in the educational setting.
* Learn and apply strategies to integrate technology in the instructional setting.
* Take hi-tech jargon and translate it into a meaningful way students can understand and use in their careers.
* Demonstrate competence with specific computer applications.
* Demonstrate a knowledge and experience that provides a foundation for ongoing technological growth throughout their professional career.
* Use technology to make daily paperwork a snap, obtaining the maximum benefit from technology.
* Enhance the educational program and curriculum through technology.
* Demonstrate the ability to make intelligent and informed decisions regarding hardware and software.
* Demonstrate the ability to select technological resources intelligently and in ways that are both educationally and fiscally sound.
* Learn and apply the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) and apply them in a professional manner during their educational experience at Penn State Harrisburg. ([http://www.iste.org](http://www.iste.org))
* Demonstrate an awareness of major issues related to classroom use of computers including how societal trends in the Information Age have been influenced by technology and apply that learning to the educational setting.
* Demonstrate an understanding of the scope of social, legal, human, and ethical issues as related to the use of technology in the educational environment and then apply that knowledge to appropriate use of instructional technology.
* Demonstrate the ability to plan and design learning environments and experiences that will provide effective use of technology in the instructional setting.
* Use technology to apply assessment and evaluation strategies.
* Utilize E-Mail and the Internet for communication and reference.
* Develop a positive and healthy perspective on the use of computers and technology.
* Embrace technology and use it wisely.

Penn State Harrisburg Learning Center

The Learning Center provides tutoring services and academic resources, primarily in writing and math. To see the range of courses that the Learning Center supports, visit their web site, [www.hbg.psu.edu/LearningCenter/](http://www.hbg.psu.edu/LearningCenter/). Students may call 948-6475, or drop in to Olmsted C-216 for assistance. Learning Center handouts and recommended resources are available at the Learning Center and posted in the ANGEL group, Harrisburg Learning Center Resources. Students may also reserve a technology room for a study group or for preparing small group presentations.
**Student Expectations**

Classes will be conducted in an atmosphere of cooperation and mutual respect. Professional behavior is expected of all students at all times. They in turn will be treated with the same respect and courtesy. It is expected that all students will treat fellow classmates, students, and the instructor with respect and courtesy. Students are strongly encouraged to display enthusiasm, interest, and a positive attitude.

Students are expected to come to class prepared to participate in and contribute to thoughtful discussions and activities. Students are expected to participate in and contribute constructively on a regular basis in small group and whole class activities and discussions. Attendance will be taken and students who are unable to attend class must contact the instructor prior to an absence. All absences must be excused (illness, death in the family, etc.) with appropriate documentation. A penalty of 5% of the final grade will be assessed for each unexcused absence. The final grade for the course will be reduced by a minimum of 1% for each tardy.

Students will be responsible for the completion of various assignments throughout the course. Those assignments must be completed correctly and on time. Requirements for each assignment will be given as part of the classroom sessions related to those specific assignments and posted on ANGEL. Assignments will be evaluated based on the requirements of each specific activity. Students should expect to spend significant time outside of class in order to complete the assignments and projects. This work may be done on personal computers or in a Penn State Computer Lab. There will not be time during class to complete all of the course assignments.

Students must request permission via email if they wish to submit assignments later than the due date to avoid penalty for late work. Unless prior arrangements have been made with the instructor, students are “on their own” to complete make up work. Credit for late work is given at the discretion of the instructor. Due dates are posted on the EDUC 462 ANGEL account. Unless otherwise noted, all assignments must be submitted to the correct ANGEL Dropbox. Students are expected to check EDUC 462 ANGEL regularly for information regarding the class.

All written assignments must be double-spaced using 12 point or larger format. No handwritten assignments will be accepted. All work must have a typed cover page indicating the student’s name, date, assignment description, course, and section on the cover page. All work must have correct grammar, spelling, format, content, and be completed as assigned.

Students must keep digital copies of all completed work and “backup copies” of all assignments. (Did you “SAVE” your work?) Students are expected to check their “PASS/Portal” accounts for this purpose.

Assignments may be customized at the discretion of the instructor. Significant efforts have been made to integrate the assignments for this course with requirements of other courses being taken by students this semester. For that reason, assignments are broad in scope with a heavy emphasis on individualization where appropriate.

Classes will always be held at the scheduled time and place unless Penn State Harrisburg closes due to weather conditions as set forth in the student handbook. Students should refer to their student handbook or the Penn State Harrisburg homepage for complete information. ([http://www.hbg.psu.edu](http://www.hbg.psu.edu))

Students are expected to participate in professional educational opportunities to the greatest extent possible.

Students are expected to participate regularly in the EDUC 462 ANGEL Chat regarding issues related to instructional technology.

Students are expected to check the Penn State Harrisburg BSED and OTEC Websites at least twice a week. The URLs for those sites are: [http://www.hbg.psu.edu/bsed/](http://www.hbg.psu.edu/bsed/) and [http://www.hbg.psu.edu/bsed/otec/](http://www.hbg.psu.edu/bsed/otec/)

As a courtesy to everyone, **Cell Phones, and Pagers** must be turned off during class. Students who need to request a temporary exemption from this policy should confer with the instructor. Students should not “IM” anyone during class time. If this occurs, the instructor reserves the right to reduce the student’s grade in the course by up to 5% if a temporary exemption has not been granted.
Email

At times, your instructor will send messages to your PSU Access account. It is the responsibility of each student to receive all electronic messages from the instructor. One of the resources available to accomplish this is PSU Webmail.

https://webaccess.psu.edu/services/

Another option is to have emails forwarded to commercial or other accounts. Students who choose to have messages forwarded to services other than the PSU Email account may do so at the following URL:

https://www.work.psu.edu

Note: The “s” in “https:” indicates that the server runs SSL (Secure Socket Layer) which means that the server is secure and that all communication with this server is encrypted. In addition to helping you change your e-mail forwarding address; this server has other utilities to help you manage your account at PSU.

An additional option for sending EMAIL is the use of the ANGEL CourseMail under the “In Touch” tab. Please note that students and faculty will not be required to read Email generated within the ANGEL Email component since it should be automatically forwarded to their regular email account.

Required Materials and Supplies

1. PASS Account Activation:
   Penn State University provides web space for all students to store academic materials for coursework. Students must activate their Penn State Access Account Storage Space (PASS) before the second class meeting.

2. Textbook: No textbook is required for this course.

3. One USB Drive (Known as “Jump” or “Thumb” “Flash” Drive) minimum 512 MB in size.

4. Software: The following software should be purchased directly from: http://computerstore.psu.edu
   A. FrontPage 2002 Student License & CD Media
   B. Microsoft Office – choose Student License and CD Media for one of the following:
      Microsoft Office 2003 Pro for Microsoft Office XP Pro for Windows (Student edition)
      Microsoft Office 2001 for Mac (Student edition)
   Note: Penn State Students are eligible to purchase the above at special prices. There is a limit of one copy per student. Students having questions about this software should consult instructor before ordering.

Optional Materials and Supplies (Select those appropriate to your own hardware configuration)

One or more 650 MB CDRW
Course Binder/Folder
Educational Software Package
Digital and print resources of student choice based on interest, need, and specific assignment.

Classroom Accommodations for Students with Disabilities:
Note to students with disabilities: It is Penn State’s policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modification in this course, contact your instructor and the Disability Service Coordinator in the Student Assistance Center in W-117 Olmsted or by phone at (717) 948-6024. Your instructor should be notified during the first week of class.

Classes will always be held at the scheduled time and place unless Penn State Harrisburg closes due to weather conditions as set forth in the student handbook. Students should refer to their student handbook hardcopy or online or the PSH homepage (http://www.hbg.psu.edu) for complete information.
Complete information regarding assignments will be posted on the EDUC 462 ANGEL Account. Unless otherwise noted in specific instructions posted on EDUC 462 ANGEL, all assignments should be submitted via ANGEL and should be added to your electronic portfolio.

Word Processing
The purpose of these assignments is to assist students in developing and refining their word processing skills. Many assignments are word-processing activities and will automatically fulfill this requirement.

Spread Sheet
The purpose of this assignment is to assist students in developing, organizing, maintaining, and utilizing data. The major assignment is the completion of a Class Roster/Grade-book along with a Mail Merge activity. An additional component related to EDUC 302 involves the development of a Chart in Unit Evaluation for that course.

Internet
The purpose of this assignment is to broaden the student’s knowledge and understanding of the Internet as related to their current status as a student and potential as a future teacher. Components of this assignment include:

* Internet preview of local field experience school districts (In class activity)
* Analysis and critique of selected Pennsylvania public school district web sites
* Bookmark URLs for 10 different educational websites on student ANGEL account
* Post URLs for 10 different educational sites on student PSU electronic portfolio/homepage.
* Comprehensive review and critique one educational website of student choice.
* Utilizing the format provided by instructor, students will thoroughly explore and analyze a web site. Chosen site must be preapproved by instructor to assure credit.
* Integrate a minimum of five web sites into EDUC 302 unit: Submitted as part of the unit.

Educational Software Assessment
The purpose of this assignment is to assist students in learning to critically analyze educational software. Students are to thoroughly evaluate and assess two educational software packages. One will assess an educational software package reviewed during a class scheduled visit to the PSH learning center. The other will be the assessment of one elementary education focused software package using format provided by the instructor. Software must have educational value and be approved by the instructor in advance. Failure to obtain prior approval will result in 1% deduction from final grade. Completed

Electronic Research: Strategies, Process, and Product
The purpose of this assignment is to assist students in learning how to use digital resources to conduct educational research and produce a scholarly document reflecting that research. Students are required to write a paper for EDUC 315. To support those efforts, students will utilize available electronic research resources as part of EDUC 462 and use those resources to develop appropriate strategies for completion of the research project for EDUC 315. Those research papers must be submitted in digital format to the EDUC 462 ANGEL Dropbox to receive credit in EDUC 462.

Field Observations of Technology in the Educational Setting
The purpose of this assignment is to assist students in learning about current practices in Pennsylvania public school districts as related to the use of technology in the classroom. During their Penn State Harrisburg scheduled field observations in local school districts, students will observe the extent to which technology is used in that classroom and include a paragraph in each of their three observation reflections describing the use of technology that classroom. Papers must be submitted in digital format to the EDUC 462 ANGEL Dropbox to receive credit in EDUC 462. The specifics of this assignment will change dependent on FIELD EXPERIENCE MODEL.

Web Based Training
The purpose of this assignment is to assist students in learning how to utilize Internet based training. Students will make use of one of Penn State University’s Web Based Training programs as linked through the EDUC 462 ANGEL account in order to familiarize themselves with the conceptual framework of an online learning model.
Online Standards Activity: International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T)

While all assignments have been designed to support these national standards, the purpose of this specific assignment is to familiarize students with the National Educational Technology Standards for Teachers. Students are to complete an online (ANGEL or equivalent) activity to demonstrate mastery of those standards and apply them in all assignments to the greatest extent possible.

ANGEL Chat and Message Board

The purpose of this assignment is to assist students in learning how to participate in “Live” Chat and “Threaded” Message Board discussions regarding issues related to instructional technology and associated topics.

Technology in the News

The purpose of this activity is to assist students in developing an ongoing understanding of the constantly changing nature of technology as it relates to their lives both as a student and as a future teacher. Students are to collect, organize, and share information regarding recent trends in technology and education using these and other resources. Many periodicals provide information on technology and education. Penn State Harrisburg offers free subscriptions to USA Today, The New York Times, and The Harrisburg Patriot News to all students. These, along with other periodicals, Internet resources, and other forms of publication, provide information regarding current trends in education and technology. Format for this sharing is via EDUC 462 ANGEL threaded chat message board.

Classroom Computer Activity

The purpose of this activity is to assist students in developing a lesson that integrates computer technology into a lesson or unit of study. The PowerPoint presentation package fulfills this requirement. This assignment should be integrated with another course.

Presentation Software

The purpose of this assignment is to assist students in planning, organizing, and developing lessons using presentation software. Using a computer presentation software program, develop a computer presentation for use in your classroom. This activity should include the use of text, graphic, and media to portray an idea or concept. Topic selection is student determined and may be integrated with EDUC 421, EDUC 302, or other course requirements. Specific expectations will be discussed in class and posted on ANGEL.

Homepage/Website and Electronic Portfolio

The purpose of this ongoing assignment is to assist students in acquiring the skills necessary to develop and maintain an electronic portfolio using available Penn State University resources. Components should include resume, lesson plan template, homepage, PowerPoint Presentation, unit, sample course and field work along with additional thoughtfully selected items. This is an ongoing assignment that accumulates credit as components are completed at various times throughout the semester. The portfolio should demonstrate creative, clear, and logical use of technology in an educational setting while also presenting a professional demeanor to prospective employers. To receive credit, the package must be uploaded to TaskStream and ANGEL.

Cumulative Take-Home Essay (Word Processing Activity Previously Noted)

The purpose of this assignment is to help students complete their Pennsylvania Common Teaching Application essay question regarding integration of instructional technology into the classroom. The following essay question is taken directly from the PDE homepage and is one of five found on the Standard Application For Teaching Positions in Pennsylvania Public Schools: “How Information Technology (i.e., computers, Internet) Can Be Integrated into the Instructional Process and Curriculum.” (Direct quote) It is strongly recommended that students wait until the last week of classes before beginning this essay because it is cumulative and part of the final examination.

Culminating Activity

In class activity. (PDE Essay is submitted separately as a Take-Home Activity)

Graduate Student Projects:

Assignments will be customized for graduate students as appropriate.
Resources

There are many resources available to students to assist in the completion of activities required for this course. Each student is assured the exclusive use of a computer during class time. Penn State University maintains computer labs on campus for student work and has extensive electronic resources available for students. In addition, all students are eligible to purchase inexpensive copies of Microsoft Office Professional Version along with free subscriptions to USA Today, The New York Times, and The Harrisburg Patriot News.

Program Specific Help Screens

Most software today contains extensive built in documentation and support features through the use of “Help” screens and other built in resources. The software programs used in this course have a complete array of help features built into the program. Those features usually provide adequate assistance to the student in learning to use programs.

Program Manuals

Most computer software programs used in this course have a program manual that which outlines the basic functions and operations of the program.

Online Resources

Most web sites contain a variety of online resources including HELP, Frequently Asked Questions (FAQ) and Site Maps.

Print Resources:

Amazon.com lists tens of thousands of books about technology. Currently, there are over 10,000 books about the Internet available through their web site. Of those, more than 600 have some relationship to education. Their competitor, Barnes and Noble lists over 30,000 books on the Internet with more than 5000 books relating to the Internet and education. Students are urged to visit their respective web sites to browse the various print resources.

Amazon and Barns and Noble may be accessed at:

Amazon:  (http://www.amazon.com/)

Barnes and Noble:  (http://www.barnesandnoble.com)

At various times during the course, the instructor will make specific titles available to students as appropriate. Selected titles have been placed on reserve in the PSH Library. Students are encouraged to visit local bookstores to view the wide variety of resources available there. A representative sample list of various publications has been included in the complete digital syllabus posted on the EDUC 462 ANGEL Account.
EDUC 462  Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Course Overview &amp; Expectations; Conceptual Framework; TaskStream; Class Structure &amp; Format, PSU Access ID, E-Mail, CourseWeb, ANGEL, PASS, Operating Systems, File Management, Activate PSU Personal Web Space, Technology in the News, Electronic Portfolios, Education and Technology: The Historical Perspective</td>
</tr>
<tr>
<td>2</td>
<td>Electronic Portfolio, Front Page, Resume, ANGEL Chat: Live &amp; Threaded</td>
</tr>
<tr>
<td>3</td>
<td>Front Page, Word Processing</td>
</tr>
<tr>
<td>4</td>
<td>Internet: School District Website Critique (In Class) Library Resources: Guest Presenter (Library Computer Lab)</td>
</tr>
<tr>
<td>5</td>
<td>Internet: URL Posting, URL Review, Web Based Training (WBT) PSH Learning Center Software Assessment</td>
</tr>
<tr>
<td>6</td>
<td>Instructional Software, Spreadsheet</td>
</tr>
<tr>
<td>7</td>
<td>Spreadsheet, Mail Merge</td>
</tr>
<tr>
<td>8</td>
<td>One Computer Classroom; Classroom Computer Activities</td>
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<tr>
<td>9</td>
<td>Technology Standards</td>
</tr>
<tr>
<td>10</td>
<td>Presentation Software</td>
</tr>
<tr>
<td>11</td>
<td>Presentation Software</td>
</tr>
<tr>
<td>12</td>
<td>Guest Presenter</td>
</tr>
<tr>
<td>13</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>15</td>
<td>Culminating Activity</td>
</tr>
</tbody>
</table>

The above schedule is tentative. Topics may be modified, added, or deleted from the list of specific activities and assignments as necessary at the sole discretion of the instructor in consultation with students.

Classroom Accommodations for Students with Disabilities:

Note to students with disabilities: It is Penn State’s policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability related need for modification in this course, contact your instructor and the Disability Service Coordinator in the Student Assistance Center in Olmsted W-117 or by phone at (717) 948-6024. Your instructor should be notified during the first week of class.

Penn State Harrisburg Learning Center

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EDUC 462 Assignments and Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Tentative Due Date</th>
<th>Total Point Value</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 462 Resume: (Final Draft Posted on Electronic Portfolio)</td>
<td>Ongoing</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 School District Web Site Review (In-Class Activity)</td>
<td>In Class</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 Internet Package</td>
<td>11/6</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>EDUC 302 &amp; 462 Internet Sites in Unit**</td>
<td>12/11</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 Excel Package (Digital Submission Only)</td>
<td>10/16</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>EDUC 315 &amp; 462 Research Project: Strategies &amp; Paper</td>
<td>TBA</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 Instructional Software Assessment</td>
<td>10/23</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 Observations of Technology in the Field</td>
<td>Ongoing</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 PowerPoint: Completed Package</td>
<td>11/27</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 PDE “Integration of Technology” Paper</td>
<td>12/4</td>
<td>20</td>
<td></td>
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<tr>
<td>EDUC 462 Web Based Training</td>
<td>11/13</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 ISTE NET-T Online Activity</td>
<td>TBA</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 Culminating Activity</td>
<td>12/18</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 ANGEL Chat: Live</td>
<td>In Class</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 ANGEL Threaded Chat FORUM: Technology in the News</td>
<td>Ongoing</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 Homepage and Electronic Portfolio</td>
<td>Ongoing</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>EDUC 462 Class Participation</td>
<td>Ongoing</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>500</strong></td>
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</table>

TBA: To be announced or established in consultation with students and/or other instructor.

** Unit package to be submitted to EDUC 302 Instructor only.

Course Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points out of 500</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95 and above</td>
<td>475.0 – 500.0</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94.9</td>
<td>450.0 – 474.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.7 – 89.9</td>
<td>438.5 – 449.9</td>
</tr>
<tr>
<td>B</td>
<td>83.33 – 87.6</td>
<td>416.7 – 438.4</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.32</td>
<td>400.0 – 416.6</td>
</tr>
<tr>
<td>C+</td>
<td>75 – 79.9</td>
<td>375.0 – 399.9</td>
</tr>
<tr>
<td>C</td>
<td>70 – 74.9</td>
<td>350.0 – 374.9</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9</td>
<td>300.0 – 349.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Below 299.9</td>
</tr>
</tbody>
</table>
**Academic Integrity:**

It is imperative that as future educators, all students strictly adhere to a high level of personal and professional integrity. All students are expected to complete and submit their own work, except when cooperation and collaboration are encouraged. Sources must be documented through the use of suitable reference notations. Students who are in doubt regarding the appropriate manner in which to handle a particular circumstance should consult with the instructor.

Academic dishonesty may result in a failing grade for the course and may lead to suspension from the University. All students are expected to adhere to all policies and procedures stated in the Penn State Harrisburg Academic Integrity brochure and on the PSH homepage.

[(http://www.hbg.psu.edu/bsed/integrity.pdf)](http://www.hbg.psu.edu/bsed/integrity.pdf)

49-20 Academic Integrity Policy: 
[(http://www.psu.edu/dept/ufs/policies/47-00.html#49-20)](http://www.psu.edu/dept/ufs/policies/47-00.html#49-20)

G-9 Academic Integrity Procedure: 

The Pennsylvania State University Policy 49-20 Academic Integrity:

Definition and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments (Senate Policy 44-40: Proctoring of Examinations). At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.

Committee on Academic Integrity: Each College Dean (or Campus Executive Officer as determined by College policy) shall appoint a Committee on Academic Integrity made up of faculty, students, and academic administrators with faculty being the majority. This committee shall:

1. Promote expectations for academic integrity consistent with the definition in this policy.

2. Ensure fairness and consistency in processes and outcomes. To ensure University-wide consistency, College Committees will work with the Office of Judicial Affairs and the Office of the Provost of the University to develop procedures for handling and sanctioning dishonesty infractions.

3. Review and settle all contested cases in which academic sanctions are applied. If necessary, further disciplinary action will be taken by Judicial Affairs.

4. Record all cases of academic dishonesty within a college and report them to Judicial Affairs.
Mission Statement of Penn State Harrisburg’s Teacher Education Programs:

Our mission is to facilitate student-centered education designed to prepare life-long reflective teachers who build positive learning environments for all learners based on current best practices. To promote the application of theory to practice, we integrate a standards-based, interdisciplinary curriculum with extensive field experiences in culturally diverse settings.

Vision Statement of Penn State Harrisburg’s Teacher Education Programs:

The Teacher Education Program at Penn State Harrisburg are dedicated to providing interdisciplinary instruction and experiences which:

* Promote a democratic view of the schools and society:
Democratic educators understand how social institutions impact learning and teaching and ensure that all children have equal opportunity for a quality education. They also know that within democratic education, the whole experience defines the learning process that is always evolving.

* Foster critical, creative, and reflective thinking,

Teachers of the future need to engage in effective critical, creative, and reflective thinking, as well as be able to foster the same skills in their students. Critical thinking refers to the rigorous evaluation of the value or accuracy of information, assertion, and sources of data. Creative thinking refers to developing an original product or process that fulfills a specific need. Reflective thinking involves being aware of one's own thinking concerning professional issues and practice. Each type of thinking requires dispositions and attitudes conducive to its development. Taken together, critical, creative, and reflective thinking lead to improved decision making, problem solving, teaching, and learning.

* Enhance the understanding and appreciation of diverse cultures,

Teachers need to comprehend, analyze, respect, and value similarities and differences in languages, customs, rituals, kinship systems, belief systems, histories, and economies. Through example and pedagogy, teachers also need to pass on their knowledge and convictions to their students.

* Nurture sensitive and caring attitudes,

Effective teachers are empathetic, understand individual students in terms of their uniqueness, and interact appropriately with students to enhance their personal responsibility and self-esteem.

* Extend content knowledge and pedagogical competencies, and

Teachers continually expand their content knowledge and pedagogy and translate these into practice. They develop the ability to plan, implement and assess effective curriculum and instruction using technology as well as a variety of appropriate learning tools based upon the needs of learners.

* Instill a commitment to scholarship and professionalism.

Graduates of education programs at PSH will be committed to scholarship and professionalism by continued growth through membership and participation in professional communities. They will engage in lifelong learning, inquiry, action research, and intellectual discourse. They will adhere to an advocacy of established ethical standards, and they will demonstrate a dedication to excellence and pride in the profession.
Penn State Harrisburg’s CONCEPTUAL FRAMEWORK

Penn State Harrisburg’s Teacher Education Program is committed to the development of

*Lifelong Reflective Professionals Committed to the Learning of All Students.*

**Vision and Mission**

The *vision* of the College’s Teacher Education Unit is dedicated to providing interdisciplinary instruction and experiences which:

- Promote a democratic view of the schools and society;
- Foster critical, creative, and reflective thinking;
- Enhance the understanding and appreciation of diverse cultures;
- Nurture sensitive and caring attitudes;
- Extend content knowledge and pedagogical competencies; and
- Instill a commitment to scholarship and professionalism.

The *mission* of the Teacher Education Unit is to facilitate the development of candidates who are life-long reflective professionals committed to the learning of all students with an emphasis on:

- Student-centered education;
- Teachers as life-long learners and reflective professionals;
- Current research and best practices;
- Standards-based curriculum and dynamic assessment; and
- Interdisciplinary knowledge and curriculum.

**Core Elements**

Several interwoven concepts form the knowledge bases of research and best practices that provide structure and direction for the Teacher Education Unit: a constructivist philosophy of learning, standards-based curriculum, authentic instructional experiences, and reflective practices.