

**CHAMINADE UNIVERSITY OF HONOLULU**  
**EDUC 640 Educational Technology in the Classroom**  
**Syllabus**  
**Winter 2015**

1. Course and Contact Information

- Term: Graduate Winter Term 2015 (Online)
- Course: EDUC 640 Educational Technology in the Classroom
- Instructor: Elizabeth Park
- Office Hours: As arranged via email using Zoom
- Contact Information
  - Preferred Method of Contact: Chaminade email at [epark@chaminade.edu](mailto:epark@chaminade.edu).
  - Office Phone: 808-735-4859
- Required Texts
  - Roblyer, M. D., & Doering, A. H. (2013). *Integrating educational technology into teaching*. Upper Saddle River, NJ: Pearson Education, Inc. eText: ISBN-13 9780132820158, ISBN-10 0132820153, Print: ISBN-10 0-13-261225-9, ISBN-13 978-0-13-261225-8
- Required Software
  - Students will need access to word processing, spreadsheet and presentation tools. The preferred software is Google Drive tools (Google Doc, Google Spreadsheet, and Google Slides); however, participants are welcome to use the equivalent Microsoft Office (Word, Excel, Powerpoint) or Apple applications (Pages, Numbers, Keynote) or other free open source equivalent application suites such as Open Office - <http://www.openoffice.org/> - as long as the work is saved in MS Office format before posting to eCollege so that everyone can view it. The choice of software both enables and limits access to other online resources for teachers and students that are provided – usually for free – by major software companies such as Apple and Microsoft; and this is one of the issues that we shall discuss.
- Internet Access & Applications
  - Students will also need access to significant amounts of time on-line, ideally utilizing high-speed, broadband connections to the Internet. Students are expected to have an email account, a valid eCollege account and a valid LiveText account. All of these are available from the University.
- Recommended Texts
  - American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed.). Washington, DC: Author.
- Web Resources
  - eCollege: <http://chaminade.ecollege.com/>
  - LiveText: <https://college.livetext.com>
  - APA Resource: <http://owl.english.purdue.edu/owl/resource/560/01/>
  - APA Code of Ethics: <http://www.apa.org/ethics/code/index.aspx>
  - International Society for Technology in Education: <https://www.iste.org/>
  - ISTE Standards: <https://www.iste.org/standards/standards-for-teachers>
  - EDUCAUSE: <http://www.educause.edu/>

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- o Seven Things:  
<http://www.educause.edu/research-and-publications/7-things-you-should-know-about>
- o Google Apps for Education: <http://www.google.com/enterprise/apps/education/>

**2. Catalog Course Description**

The goal of this course is to foster an understanding of educational technology and to develop competence in integrating it in the classroom. To meet this goal, the course provides applications of numerous technological strategies.

**3. Organization of the Course**

EDUC 640 is organized as 10 modules, each with its own subject matter and assignments. Each module also includes both online discussions and shared resources with other participants enrolled in the course.

This course is both online and accelerated, covering an entire semester's work in just 10 short weeks. This type of learning requires significant initiative and responsibility on the part of the student. Regular participation in the weekly threaded discussions is equivalent to attendance, and timely submission of assignments is the key to successful completion of the course.

All of the weekly assignments are related to completion of the final "Signature Assignment" required for EDUC 640 and must be submitted at the conclusion of the course.

**4. Online Environment**

eCollege and LiveText are the current online learning environments of Chaminade University and it is the responsibility of each student to become familiar with and be an effective user of these virtual learning environments for accessing course information and assignments, as well as for interacting online with other participants.

Participants should plan to spend at least three to four hours per week online exploring and examining Internet sites and related materials, participating in discussions and completing assignments. Students are expected not only to complete each assignment, but also to reflect on the posts of other participants, actively engaging in discussion and debate about the topics being discussed. In addition, participants should plan to spend additional time offline, reading the course text and other articles, researching and developing the final project, and reflecting about the course concepts.

**5. Online Discussions & Assignments**

Online discussions are considered class participation. Students are expected to complete the assignments and submit them in a timely manner. Any submissions three days passed the due date will be deducted ten points. Other reasons for points being deducted will be

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assignments missing a name or not following filename protocol. All assignments must be posted to the appropriate folders in eCollege so that each carries a time-date stamp.

If you need help, please send me an email and put your last name, EDUC 640, and "Help" in the subject line.

**6. Education Division Guiding Philosophy**

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

**7. Education Division Mission Statement**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

**8. Marianist Values**

Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.

Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

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Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.

Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.

Education for Adaptation and Change (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

9. Big Ideas (see: [http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=99](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99))
- Technology supports student achievement by enhancing learning opportunities and supporting multiple pedagogical approaches.
  - Technology is an important tool in planning for instruction, teaching, and assessing students.
  - Technology can facilitate communication between teachers, between students, between teachers and students, between teachers and administrators, and between teachers and parents.
  - The ISTE-NETS standards guide technology use in the classroom.

10. Essential Questions (See:

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=53](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53))

- What are the forms of technology that support digitally-based student learning opportunities for K-12 students?
- How can technology be used to support instruction, solve problems, and promote project-based learning?
- How can technology support the role of the teacher?
- What are the policies and standards that support technology?

11. The Program Learning Outcomes for the Master of Arts in Teaching are as follows:

- Content Knowledge (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts).
- Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).

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- Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
- Educational Technology (Knowledge of and application of appropriate technology for student learning).
- Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
- Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
- Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
- Professional & Ethical Dispositions and Communication: (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

12. Course Learning Outcomes: Through the course discussions, readings, assignments and case studies, participants will be able to:

- Identify and evaluate appropriate technologies for various subject matter areas.
- Know current technology standards (ISTE-NETS) for teachers and students.
- Plan and implement learning activities that promote information literacy, global communication, collaboration and student generated research.
- Design lessons that increase each student's ability to use digital technologies in planning, locating, evaluating, selecting and using information to develop problem-solving skills.
- Use e-mail, threaded discussion groups, audio/video conferencing for purposes of communication and collaboration with colleagues.
- Know how the selection of different learning technologies is used in learning environments.
- Develop instructional strategies and plans that integrate digital technologies into existing learning environments to facilitate learning for all students.
- Use software and related media to access and evaluate information, analyze and solve problems, collaborate and communicate ideas, and promote project-based learning.

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13. Assignments and Grading

Assignment (Week due)	Points	Percentage of grade
Weekly Assignments	100	12.5%
Weekly Discussions	100	12.5%
Individual Projects	160	20%
Group Projects	160	20%
Signature Assignment (Technology Plan)	280	35%
Total Potential Points	800	100%
<b>Grade = (Points Earned/800)*100</b>		

14. Linkages between Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), Course Activities, Activity Assessments, and Course Grades.

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
1. Identify and evaluate appropriate technologies for various subject matter areas	I			D				
2. Know current technology standards (ISTE-NETS) for teachers and students				M				
3. Plan and implement learning activities that promote information literacy, global communication, collaboration and student generated research		I					I	
4. Design lessons that increase each student's ability to use digital technologies in planning,			I				I	

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locating, evaluating, selecting and using information to develop problem-solving skills								
5. Use e-mail, threaded discussion groups, audio/video conferencing for purposes of communication and collaboration with colleagues				D				
6. Know how the selection of different learning technologies is used in learning environments	I			I			I	
7. Develop instructional strategies and plans that integrate digital technologies into existing learning environments to facilitate learning for all students		I		D		I	I	
8. Use software and related media to access and evaluate information, analyze and solve problems, collaborate and communicate ideas, and promote project-based learning				D				I

\*I = Introduced, D = Developing, and M = Mastered

**15. Instructional Strategies**

Instructional strategies for this course will include case studies, presentations, discussion, research and online communication. The facilitator will engage course participants in the on-line threaded discussions and through email.

**16. Discussion & Written Assignments**

The following criteria will be used to evaluate written assignments and presentations:

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- The writer/presenter demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.
- The writer/presenter has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space and time allotted.
- The writer/presenter focuses the presentation by means of a clear statement of purpose (thesis statement, hypothesis or posed question) and logically organized sub-topic sections.
- The writer/presenter substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.
- The writer/presenter has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.
- The writer/presenter draws upon research as needed to support critical analysis or assertions made and properly cites the work of others in APA.
- The writer's/presenter's work conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.

#### 17. Pedagogy

EDUC 640 offers strategies and resources for planning, developing, evaluating and managing effective learning environments with appropriate technologies to ensure improved performance by learners. One goal of the course is to know how humans learn and how digital technologies can assist in the design of instructional systems and instructional materials to facilitate that learning. Another goal is to identify appropriate technologies for effective delivery of learning resources.

#### 18. Topic List

- Technology resources that support teaching and learning.
- Integration of digital technologies into instructional and learning activities.
- How technologies shape learning environments.
- Managing technologies for classrooms, labs, field trips and other learning environments.

#### 19. Rubric for Individual Project

Please click on the link below to view the rubric for each major assignments.

Individual Project

Group Project

Signature Assignment

#### 26. Policy for Late Assignments

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All assignments are due on the dates indicated on the syllabus. Late assignments will be reduced 5% each day they are late unless the student can produce a doctor's note or other documentation to justify the lateness of the work. If work is handed in at the education office have someone there timestamp it to eliminate possible confusion over when you turned in the work. Those assignments which are used as a basis for classroom discussion (e.g. final assignment drafts) cannot be handed in late for credit.

**27. Education Division Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

**1. Excused Absences.**

- 1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- 1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

**2. Unexcused Absences.** Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules.

- 2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
  - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
  - b. Undergraduate Day Courses T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
  - c. Undergraduate Day Courses M/W/F (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

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- 2.2 Hybrid courses (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- 2.3 Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. For 100% online courses, missing one set of assignments for any week (i.e. discussion questions, quiz, other assignments) will result in one letter grade drop.

3. Additional Notes

- 3.1 If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
- 3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

28. Education Division Incomplete Grade Policy

At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an "I" grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an "I" that is submitted without an alternative grade is "F.") The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

29. Academic Honesty Statement

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the

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situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.

If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.

If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

#### 30. Disability and Full Inclusion Statement

Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu) address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

#### 31. Technical Support

For technical questions contact the Chaminade eCollege helpdesk [helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com), or call toll free (866) 647-0654.

#### 32. eCollege Account Support

Call: 739-8327 or email [helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com)

Web Link: <http://chaminade.ecollege.com/>

User ID: 7-digit CUH student number

Password: Last 4 digits of your SSN

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For technical questions: Contact the Chaminade eCollege helpdesk at [helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com) or call 866-647-0654

**33. LiveText Support**

<https://www.livetext.com/overview/student-overview.html>; Phone: 1-866-LiveText (1-866-548-3839); Technical Support Hours Mon - Thurs: 7am to 9pm (CT), Friday: 7am to 6pm (CT), & Sunday: 12pm to 9pm (CT).

**34. KSD Referrals**

Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive “To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards.” Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.

Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

**35. Syllabus Change Policy**

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

**36. Netiquette for Online Activities**

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.

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- Consider carefully what you write. Make sure that you re-read all of your e-mail and discussion questions before you send or post to the class site. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- Documentation: Any material not original to the student should be cited in APA 6<sup>th</sup> Edition.

**37. Student Acknowledgement**

(Please cut and paste and return to the instructor via email)

Course:

Term:

Printed Name:

Signature:

[Note: signature is not required if submitting through email]

By emailing this, I agree that I have completely read this syllabus and understand and agree to the course requirements. I also agree to the academic honesty statement and understand that plagiarism or cheating will result in an "F" grade for the assignment or course, or dismissal from the program.

Please indicate any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to log in for online courses, arrive in class on time, the need to leave class early, and/or observance of religious holidays.