

Concepts of Educational Tech

EDLD-5302

Summer 2026 Section D01 3 Credits 05/26/2026 to 07/30/2026 Modified 05/11/2026

Meeting Times

Class Link via Details and Actions Menu

The dates and times are listed below. I will notify you should any changes occur to the schedule.

All meetings will be on Tuesday's at 6:00 pm. CT

Meeting 1 - May 27th

Meeting 2 - June 2nd

Meeting 3 - June 16th

Meeting 4 - June 23rd

Meeting 5 - July 7th

Meeting 6 - July 21st

Contact Information

Dr. Quentin Bellard

Email: gjbellard@lamar.edu

Office: 409-880-8689

Phone: 409-880-8689

Catalog Description

The Concepts of Educational Technology emphasizes how Information and Communication Technology (ICT) can enhance the teaching and learning experience and enable students to acquire 21st century skills.

Course Objectives

Learners will take ownership and agency over the learning process and incorporate learner choice and voice in designing authentic projects that use technology innovations as a catalyst for change in their organizational setting.

Student Learning Outcomes

Learning Outcomes	ISTE Standards	Assessment	Learning Activities
Foundational Learners will discover how they can use choice and voice and develop authentic learning activities in the ADL program.	3.2.b Build a Strategic Plan/Build on a shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.	Reflect on the current use of teaching and learning practices using technology innovations. Collaborative Discussion Technology Learning Manifesto Assignment	Media Listings Required and Supplemental Readings Collaborative Discussion
Application Learners will explore how technology tools can enhance collaboration and engagement within learning communities in which they are a part of.	3.5.a Connected Learner Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.	Technology Learning Manifesto Assignment Develop a web page/post that reflects on the importance of engagement and collaboration in a learning community or network. Collaborative Discussion	Media Listings Required and Supplemental Readings Collaborative Discussion

Integration Learners will use digital platforms to organize their resources and collaborate digitally.	3.3.a Exercise personalized professional learning Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning	Develop a basic web page/post that shares personal philosophies, ideas, blogs, and authentic coursework that showcases one's digital identity. Collaborative Discussion Final course reflection post	Media Listings Required and Supplemental Readings Collaborative Discussion Final course reflection post
Human Dimensions/Caring Learners will analyze their personality strengths, talents, and limitations and reflect on these traits to understand their leadership potential.	3.5.c Use technology to support personal and professional growth Use technology to regularly engage in reflective practices that support personal and professional growth	True Colors Personality and Leadership Analysis Collaborative Discussion	Personality and Leadership Analysis Media Listings Required and Supplemental Readings Collaborative Discussion

Learning How to Learn Learners will articulate how they will use choice, ownership, voice, and authenticity in learning activities within their organization.	3.3.a Exercise personalized professional learning Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning	Create a learning manifesto that analyzes the COVA model and describes the implications for current educational practices as the model relates to technology integration in the work setting. Collaborative Discussion	Media Listings Required and Supplemental Readings Collaborative Discussion
---	---	---	--

Course Materials

Mindset: The new psychology of success

Author: Dweck, C. S.

Publisher: Random House

Manual of the American Psychological Association

Author: American Psychological Association.

Publisher: American Psychological Association.

Edition: 6th ed.

ISBN: 10: 1-4338-0562-6.

Integrating Educational Technology into Teaching: Transforming le

Author: Joan E. Hughes and M.D. Roblyer

Publisher: Pearson

Edition: 9th

ISBN: 9780137544677

Availability: Campus Bookstore, online

Course Policies

ACADEMIC PREREQUISITES

- Admittance into the Digital Learning and Leading Program in Educational Leadership

COURSE SPECIFIC TECHNOLOGY SKILLS REQUIREMENTS

- Ability to use video conferencing tools for virtual meetings that include a webcam and mic or headphones with a mic
- Ability to navigate Blackboard (Bb) and other online digital tools without specific guidance

TECHNOLOGY PREREQUISITES

Students are required to have **the ability to interact and connect with the instructor virtually** in order to be successful in the class. Additionally, they should feel confident about their ability to navigate online websites and use common word processing software and cloud computing technologies to share and submit assignments.

LU LEARN / BLACKBOARD Learning Management System (LMS)

Students will utilize the Lamar University's Learning Management System (LMS), Blackboard, for online courses. For Blackboard support go to (<https://blackboardsupport.lamar.edu>) for more information.

SOFTWARE USED IN THIS CLASS

- A variety of online software to develop multimedia projects
- Access to a cloud for saving, sharing, and collaborating
- Word processing software such as Microsoft Word or Pages
- Adobe Connect for synchronous video conferencing and office hours

INSTRUCTOR RESPONSE TIMES

I will respond to student emails within 24 hours and visit the discussion forums frequently. Grades will be posted in the Blackboard grade book within one week of submission.

Accreditation Standards

Texas Administrative Code Rule 241.55 (SBEC)

- TAC (c) Leading Learning (1)
- TAC (c) Leading Learning (4)
- TAC (c) Leading Learning (9)
- TAC (c) Leading Learning (11)

Marketable Skills

- 1B. Demonstrate originality and inventiveness
- 2A. Articulate thoughts and ideas clearly
- 3A. Build collaborative relationships.
- 4A. Identify and articulate skills, strengths, and knowledge

- 4A. Identify and articulate skills, strengths, and knowledge
- 4B. Ability to self-advocate for opportunities
- 2A. Articulate thoughts and ideas clearly
- 4A. Identify and articulate skills, strengths, and knowledge
- 7C. Learn from mistakes
- 4A. Identify and articulate skills, strengths, and knowledge
- 4B. Ability to self-advocate for opportunities

ISTE Standards

- ISTE 2 Teaching, Learning, and Assessments - d
- ISTE 3 Digital Age Learning Environments - g
- ISTE 5 Digital Citizenship - c
- ISTE 3 Digital Age Learning Environments - e
- ISTE 2 Teaching, Learning, and Assessments - 2
- ISTE 3 Digital Age Learning Environments - e

✓ Grading and Assignments

Breakdown

Grade	Total Points
A	450pts - 500pts
B	400pts - 449pts
C	350pts - 399pts
F	349 - Below

***All assignments are expected to be written by the student and are due on the 7th day of the week at 11:59 PM Central Time, unless otherwise specified in the course.**

A course grade that is less than "C" is unacceptable for credit in the Digital Learning & Leading Program in Educational Leadership. A course grade of less than "C" will require the student to retake the course. Students should not have more than 1 "C" in the program.

Students will be expected to participate in threaded Discussion Board topics on a weekly basis. Discussions are your opportunity to be authentically collaborate and reference the weekly videos and readings. Refer to this video to learn more: <https://youtu.be/R3iMzcez9Co>

Discussion initial posts are due by Thursday and a response to at least two peers is due by Sunday evening. Discussions ideas pulled from resources need to be supported with appropriate APA citations and written by the student.

LATE WORK SUBMISSION POLICY

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students unable to complete an assignment by the due date must contact the Professor prior to, or immediately following, unforeseen events. Extensions will only be provided for emergencies and sudden unforeseen events that prevent the student from submitting their assignment on time

LATE WORK GRADE PENALTIES

- Discussion Board: Discussion posts are not accepted late for credit.
- Assignments: 10% of the possible points for the assignment will be deducted from the earned grade for each day after the deadline that the assignment has not been submitted. If the assignment is not submitted by the 5th day after the assignment due date, a grade of zero will be recorded.

Graded Assignments

Type	Weight	Topic	Notes
Activity	100 pts	Technology Learning Manifesto	
Activity	100 pts	Personality & Leadership Philosophy	
Activity	100 pts	Technology Case Study Analysis	
Activity	100 pts	5302 Compilation Reflection Post	
Activity	100 pts	Collaborative Discussions (4@25pts ea)	



Course Subject Outline

When	Topic	Notes
------	-------	-------

When	Topic	Notes
Activity Week 1	Welcome and Course Introduction	Welcome and Course Introduction/Course Overview Introduce Yourself! Students are encouraged to introduce themselves via the discussion board during the first week of the course. Collaborative Discussions: Students will find or be placed in course Collaborative Discussion Groups Videos: • 5302 Start Module: Intro Video • Module 1 Introduction Video • Assessment OF/FOR/AS Learning • The COVA Learning Approach Video • Applying the Principles of COVA Video • The 5 Learning Theories • A Brief Overview of 4 Learning Theories • LU COVA - Rachelle Wooten, Judy Cornelius Readings: • <i>Integrating Educational Technology into Teaching</i> Chapter 2 - Theory into Practice: Educational Processes for Transformative Technology Integration Begin working on your Technology Learning Manifesto Assignment 1 (due week 3): Begin work on Technology Learning Manifesto - You will create a technology learning manifesto that articulates your belief systems and a set of guiding principles as it relates to your <u>digital learning</u> (not teaching) in your chosen field

When	Topic	Notes
Activity Week 2	The COVA Framework	Collaborative Discussions: Discussion 1: "Wired for Learning: A Digital Manifesto" Videos: • Applying the Principles of COVA-Additional Video Resources • Creative Thinking - How to get out of the box and generate ideas: Giovanni Corazza at TEDx Roma • Technology: The New Pedagogy and Flipped Teaching • Stop Stealing Dreams - Seth Godin @ TEDx Youth at BFS • Building Knowledge: Constructivism in Learning Readings: • Turning Today's Learners into Tomorrow's Leaders • Learner's Mindset Explained • The Learning Manifesto • The Advisor That Cares A Learning Manifesto • My inclusive tech manifesto Continue your work on: Technology Learning Manifesto Assignment (due Week 3)

When	Topic	Notes
Activity Week 3	Applying Principles of COVA	Collaborative Discussions: Discussion 2 - "Wired for Learning: A Digital Manifesto" Videos: • RSA Animate: Drive: The surprising truth about what motivates us. https://youtu.be/lhJ4CDCfASI Readings: • ISTE Standards for Students, Educators, Education Leaders, Computational Thinking, Coaches, Computer Science Educators, and Essential Conditions https://www.iste.org/standards/for-students Assignment 1 - Technology Learning Manifesto - Due Sunday June 14th 2026

When	Topic	Notes
Activity Week 4	Personality & Leadership Philosophy	Collaborative Discussions: Students will take a Personality test and analyze their results with peers Readings: • Anderson, M. H., & Sun, P. Y. (2024). Re-envisioning a hierarchy of leadership behaviours using insights from the psychological literature on personality traits. <i>Journal of Management Studies</i>, 61(4), 1165-1191. • Davidson, R., & Catania, A. (2017). The impact of personality assessments on workplace communication and conflict resolution. <i>Journal of Organizational Psychology</i>, 17(2), 45-58. • Hilliard, A., Kazim, E., Bitsakis, T., & Leutner, F. (2022). Measuring Personality through Images: Validating a Forced-Choice Image-Based Assessment of the Big Five Personality Traits. <i>Journal of Intelligence</i>, 10. Videos: Your personality and your brain Scott Schwefel TEDxBrookings I Took Every Personality Test I Could Find Additional specific personality/leadership videos: Colors, Myers-Briggs, DISC, The Big Five(OCEAN), & Enneagram

When	Topic	Notes
Activity Week 5	Identifying Personality & Leadership styles	Collaborative Discussions: Discussion 3 - "Who am I and what makes me tick?" Videos: <u>Leadership Style Videos</u> Leadership Styles Explained (Kurt Lewin) https://www.youtube.com/watch?v=Rmqsv1293Rk Effective Leadership Styles in Education https://www.youtube.com/watch?v=unA1xmEh-Zc 6 of the Most Common Leadership Styles (with examples) https://www.youtube.com/watch?v=IK8vJwIGuN4 Great leadership comes down to only two rules Peter Anderton TEDxDerby https://www.youtube.com/watch?v=oDsMlmfLjd4 <u>Leadership Videos</u> Millennial Leadership: Stop Complaining, Start Coaching Danita Bye TEDxBismarck https://www.youtube.com/watch?v=5WwL5q7mMRA Leaders who coach are creating better workplaces, and so can you. Saba Imru-Mathieu TEDxLausanne https://www.youtube.com/watch?v=ypKRJ0IPP-k How to Motivate the 4 Personality Types How to Speak The Secret Language of Personality Styles https://www.youtube.com/watch?v=ltRAmVJ01ss Start with why -- how great leaders inspire action Simon Sinek TEDxPugetSound https://www.youtube.com/watch?v=u4ZoJKE_VuA Leadership Explained in 5 minutes by Simon Sinek https://www.youtube.com/watch?v=UZTyvbmW92M

When	Topic	Notes
		Readings: Gençer, M. S., & Samur, Y. (2016). Leadership styles and technology: Leadership competency level of educational leaders. <i>Procedia-Social and Behavioral Sciences</i>, 229, 226-233. https://www.sciencedirect.com/science/article/pii/S1877042816310679 The 5 Leadership Style Most Commonly Utilized Dodge, S. (2017, May 1). Make the most of introvert traits: leadership really is about having the right skills. Those of us who are introverts often don't recognize some of our personality traits as the "right" skills. <i>Training</i>, 54(3), 14. https://trainingmag.com/make-the-most-of-introvert-traits/ Assignment 2 Personality & Leadership Philosophy Due - Sunday June 28th 2026

When	Topic	Notes
Activity Week 6	Personality & Leadership Philosophy	Collaborative Discussions: Discussion 4 - "Lead with Tech, Inspire with Heart" Videos: Becoming a Tech Leader Requires Actually Leading Crystal Morrison TEDxStripDistrict https://www.youtube.com/watch?v=Zo5CM9ZD1yM The Fundamental Tenets of EdTech Leadership https://www.youtube.com/watch?v=frjZPBd81oI Elon Musk's Incredible Speech on the Education System Eye Opening Video on Education https://www.youtube.com/watch?v=YNQDp3v-VGE Readings: Hughes, J. E., & Roblyer, M. D. (2023). <i>Integrating educational technology into teaching: Transforming learning across disciplines</i>. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458. Chapter 3 - Learning and Leading for Transformative Technology Integration Peer Review of Personality & Leadership project Find a 1:1 school district case study identifying key issues, challenges and opportunities <i>then</i> apply the steps needed to successfully implement the plan

When	Topic	Notes
Activity Week 7	Contribution to Your Learning Community	Videos: Re-inventing Education for the Digital Age David Middelbeck TEDxMünster https://www.youtube.com/watch?v=Arl6albrkuY Technology, The best or worst thing for education Scott Widman TEDxYouth@BSPR https://www.youtube.com/watch?v=9IbN1LxXevM Technology and Teaching Brandi Kubat-Snow TEDxWWU https://www.youtube.com/watch?v=kix_OF9n4tk Digital Transformation in Education, why does it take so long? Jeroen Krouwels TEDxDenHelder https://www.youtube.com/watch?v=To3_vZcVD0o The Future of Education Yılmaz Köylü TEDxEduHK https://www.youtube.com/watch?v=XuVuoJDK_E8&t=343s Education in the age of AI (Artificial Intelligence) Dale Lane TEDxWinchester https://www.youtube.com/watch?v=m6dyCRS8Eml Readings: Supplemental Why Blog? http://howtostartablogonline.net/why-blog/ Assignment 3 Technology Case Study Analysis Due - Sunday July 19th 2026
Activity Week 8	Compilation Reflection of 5302 course	Assignment 4 5302 Compilation Post Due - Tuesday July 28th 2026

Academic Honesty Policy

Lamar University (LU) expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences. Any student found responsible for academic dishonesty in any phase of their course work will be subject to disciplinary action.

The university and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with university regulations and procedures. Discipline may include failure of the assignment and/or course, up to suspension or expulsion from the university.

Additional information is available on the Academic Policy website:

<https://www.lamar.edu/students/academic-policies.html>

Academic Integrity, Artificial Intelligence (AI), and Digital Tools

Lamar University grants instructors the freedom to set their own policies on the use of approved technology. Because these rules will differ for each course, instructors must provide clear written guidelines on what is permissible. Some faculty may restrict certain tools to ensure students meet learning objectives. Students should not assume that unclear or limited information means that it is permissible to use the technology. **It is the student's responsibility to review each course's policy and, if it is unclear or unavailable, ask the instructor in writing for clarification before using any such technology.**

Special Note: The university does not currently allow instructors to use AI detection software in academic contexts. More information here: <https://www.lamar.edu/lu-online/artificial-intelligence/ai-guidelines.html> (<https://www.lamar.edu/lu-online/artificial-intelligence/ai-guidelines.html>). However, be advised that AI misuse is still prohibited and may be evaluated by instructors or university officials through other methods. Should misuse be suspected, you may be asked to provide evidence of your work. See information on transparency following.

The following policy will be enforced in this course:

- **Principle:** Generative AI, advanced software, and other digital applications and tools can be powerful aids for learning; however, they must not substitute original thought, critical analysis, and intellectual labor. Unauthorized use of such tools constitutes a violation of academic integrity.

- **Permissibility:** The use of generative AI or other advanced digital tools (including, but not limited to, translation services, paraphrasing tools, and automated problem-solvers) on any assignment is permitted only with explicit, prior authorization from the instructor for that specific assignment.
- **Transparency:** If the use of a tool is permitted, students must be transparent about the extent and nature of its use. Students are required to disclose which tool(s) were used and how it contributed to the work, following the citation guidelines provided by the course instructor. If the instructor has not provided guidelines, request this information in writing. Always document your use of technologies thoroughly to stay prepared should any use be questioned.

Approved Academic Support

If the use of specific technologies is restricted but support to improve work is needed, the Lamar University Writing Center, Student Tutoring and Retention Services (STARS) Office, and University Library are excellent resources. Students may also check with the instructor to determine whether it is acceptable to use basic assistance tools or the non-generative features of writing support applications.

Policy Adherence and Consequences

Students must adhere to each instructor's specific course policies on academic integrity and technology. Infringement of this policy will be treated as academic dishonesty and may lead to consequences including, but not limited to, an academic penalty on the assignment, failure of the course, and/or referral to the university for disciplinary action.

Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. **Students may not drop a course during the last 20 percent of the term.** Students should check the academic calendar at <https://www.lamar.edu/academic-calendar> (<https://www.lamar.edu/academic-calendar>) for specific dates.

Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the ARC at 409-880-8347 or arc@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the ARC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the ARC website <http://www.lamar.edu/disability-resource-center/> (<http://www.lamar.edu/disability-resource-center/>).

Academic Support

Academic Support can be located at <https://www.lamar.edu/students/#acad-supp> (<https://www.lamar.edu/students/#acad-supp>).

There are many areas (i. e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

Cardinal Course Materials simplifies the student experience by reducing costs and providing access to required materials on or before the first day. Physical books are rented and digitally accessible through Blackboard for \$24 per credit hour, added to the student account. Students receive reminders to return rental books at the end of the term. Please click on this link to review Cardinal Course Materials (CCM). <https://www.lamar.edu/students/paying-for-school/cardinal-course-materials-bookstore.html> (<https://www.lamar.edu/students/paying-for-school/cardinal-course-materials-bookstore.html>).

Student Services

*Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the **Student Health Center at 880-8466 to call for an appointment or visit our website** <https://www.lamar.edu/students/student-engagement/student-health-center/index.html> (<https://www.lamar.edu/students/student-engagement/student-health-center/index.html>) for more information about our services.*

Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.

Information on Student Services can be located at <http://students.lamar.edu/index.html> (<http://students.lamar.edu/index.html>). There are many resources (i. e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to check Lamar University's website and login to LU Connect for instructions about continuing courses remotely.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the [Office of Environmental Health/Safety and Risk Management \(https://www.lamar.edu/about-lu/administration/risk-management/index.html\)](https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

Severe Weather

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship, which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University's homepage (<http://www.lamar.edu> (<http://www.lamar.edu>)) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

LU Learn/Blackboard Learning Management System (LMS)

Students will utilize Lamar University's Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to <https://www.lamar.edu/lu-online/technology-support/index.html> (<https://www.lamar.edu/lu-online/technology-support/index.html>).

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. For additional information about online proctoring, visit <https://www.lamar.edu/lu-online/technology-support/index.html> (<https://www.lamar.edu/lu-online/technology-support/index.html>) and view details under Proctoring Services.

Lamar University uses Honorlock for virtual proctoring of exams, assignments, and assessments. Instructors may require Honorlock for specific assessments and must clearly communicate proctoring expectations in the course syllabus and/or course materials.

Some proctored assessments may require either a standard webcam or, in limited cases, an additional side-angle camera. A side-angle camera may be a smartphone or secondary webcam positioned to show the student's hands, keyboard, and workspace.

If a side-angle camera is required for a course or assessment, the Instructor of Record will provide advance notice, along with setup instructions and any applicable technical requirements. Students should not purchase additional equipment unless specifically instructed to do so by their instructor.

If your course requires a side-angle camera, please review the setup instructions before your first proctored assessment:

<https://honorlock.kb.help/setting-up-a-side-angle-camera/> (<https://honorlock.kb.help/setting-up-a-side-angle-camera/>).

Students who are required to use proctoring technology must ensure their equipment is functioning properly before completing any proctored assessment.

Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user's files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access

("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university's Sexual Harassment Policy.

Student Conduct & Professionalism

Students are required to maintain professional conduct and mutual respect in all course formats (in-person, online, hybrid). All digital and face-to-face interactions must be courteous and professional. Use of university network resources must comply with the requirements of the syllabus section entitled, "Network Use."

This policy supplements the Lamar University Code of Student Conduct and applies to all course-related activities and communications.

By enrolling in this course, you agree that you will adhere to the following:

Respectful Interactions: Use professional and courteous language in all interactions, including emails, discussion boards, collaborative activities, and classroom participation. Treat all participants with dignity and respect, recognizing the right of each person to express differing viewpoints while maintaining civil discourse.

- **Professional Communication:** Use proper grammar and academic language in all communications. Avoid typing in all caps, alternating caps, or use of other non-traditional writing (e.g., excessive or disparaging emoji or gif use) to prevent misinterpretation of tone. Clearly identify yourself with your enrolled name in all course communications and contributions.
- **Constructive Participation:** Be prepared for class by completing any required pre-reading or work. Contribute thoughtfully and constructively to discussions and activities to enhance the learning experience. Dialogue should further academic discourse. Avoid disruptive behaviors.
- **Responsible Technology:** Use only LU Email, Blackboard, or other LU-approved communication methods for course communication, checking messages daily. Use technology appropriately to support learning.
- **Privacy & Confidentiality:** Respect the privacy of peers and instructors, including refraining from unauthorized recording, distribution of course materials, or sharing confidential discussions outside of the course environment. Course content, discussions, and materials are intended solely for enrolled students and may not be shared with external parties without explicit instructor permission.
- **Conflict Resolution:** First seek resolution directly with the instructor of record through respectful and professional dialogue. If direct resolution is not possible, you may follow the academic chain of command. If you have questions about this chain of command, please contact the Dean of Students' office or (409) 880-7759 or by email at Student Conduct and Care Services.
- **Academic Integrity & Accessibility:** See the "Academic Honesty" and "Students with Disability Policy" sections of this syllabus.

Consequences: Violations of these standards may result in disciplinary action, ranging from an initial warning to removal from the course and/or referral to university disciplinary procedures, depending on the severity of the offense. For complete details, consult the Lamar University Student Code of Conduct. <https://www.lamar.edu/students/student-affairs/about/code-of-conduct.html> (<https://www.lamar.edu/students/student-affairs/about/code-of-conduct.html>).

Technical Support

Technical Support can be located at <http://students.lamar.edu/it-services-and-support/index.html> (<http://students.lamar.edu/it-services-and-support/index.html>).

Phone: 409-880-2222

Email: servicedesk@lamar.edu

Hours of Operation (CST):

Monday - Thursday 7:30 a.m.-12:00 a.m.

Friday 7:30 a.m. - 7:30 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 3:00 p.m. - 12:00 a.m.

Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard), even if the course meets on campus.

Privacy Policies

Student data within Blackboard may be collected by third-party products that have been carefully reviewed for compliance to privacy and other standards and approved by Lamar University. Only products meeting our standards for data privacy, security, and educational value are approved. It's important to us that your data is protected, but please note that your data may be tracked or stored by these products as related to their use. Privacy Policies for third-party products <https://www.lamar.edu/lu-online/technology-support/privacy-policies.html> (<https://www.lamar.edu/lu-online/technology-support/privacy-policies.html>).