

Applying Educ Tech: Portfolio

EDLD-5303

Spring 2026 Section D31 3 Credits 03/19/2026 to 05/06/2026 Modified 03/23/2026

Meeting Times

Class Meetings

Tuesday, 6:00 PM to 7:00 PM, Blackboard Class for TEAMS

We meet every Tuesday at 6:00 pm CST unless noted in an email or announcement. You are responsible for any material or concepts covered if you miss class. All classes will be recorded and will be posted within 24 hours of the class.

<https://luonline.class.com/class/dfcf68f2-b4d2-4000-9ff3-31ff19e41758>
(<https://luonline.class.com/class/dfcf68f2-b4d2-4000-9ff3-31ff19e41758>)

Contact Information

Instructor: Dr. Glen A. Harrison

Email: gaharrison@lamar.edu

Phone: 4098808321

The best and fastest way to contact me is via email at gaharrison@lamar.edu. Do not use the Message feature in Blackboard because we do not receive notifications of those messages, and it will result in a slower response time.

Catalog Description

Evidence-based uses of educational technology in PK-12 schools. Emphasis on production of instructional materials using technologies, strengths and limitations of educational technology, articulation of personal philosophy of uses of technology in PK-12 and demonstrating evidences of technology in teaching and learning.

Course Objectives

Learners will create assignments and practice along with an ePortfolio to share their work, reflect on their growth, and develop their voice as leaders in digital learning.

Student Learning Outcomes

By the end of this course:

Learning Outcomes	ISTE Standards Alignment	Assessment	Learning Activities
Foundational Learners will analyze and apply the fundamental principles of effective ePortfolio practice.	3.3.d Use Tech to Meet Student Learning Needs Support educators in using technology to advance learning that meets the diverse learning, cultural and social-emotional needs of individual students	ePortfolio development Collaborative Discussion	Review and research the fundamentals of ePortfolios and begin to develop your own ePortfolio based on these fundamentals.
Application Learners will be able to analyze and justify why ePortfolios should be used and how choice contributes to reflective practice.	3.5.d Navigate Continuous Improvement Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.	ePortfolio development Collaborative Discussion	Review the assigned and related course resources and continue building the ePortfolio. Growth Mindset reflection post.
Integration Learners will be able to analyze and justify who owns the ePortfolio and how ownership contributes to effective learning. Analyze the importance of making learning visible and reflect on the importance of selecting appropriate tools to help organize and share what is being developed.	3.5.a Stay Current on Innovation in Learning Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.	ePortfolio blogs Collaborative Discussion Exploring Tech Assignment	Review the assigned and related course resources and continue building the ePortfolio. Discover new digital tools and complete an educational write-up for each. Collaborative Discussion Board

Human Dimension/Caring Learners explore and incorporate the social and collaborative role of learning in the community. Learners will analyze examples of ePortfolios from a wide range of users and apply what they have observed and learned to their own ePortfolio.	3.3.a Empower Educators Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning	ePortfolio blogs Collaborative Discussion Collaborative Leadership Project	Review the assigned and related course resources and continue building the ePortfolio. Join several professional learning communities and create a reflection post related to your experiences.
Learning How to Learn Learners will locate, evaluate and compile web-based resources, and experts, and collaborate in learning communities that will help them improve their learning and ePortfolios.	3.2.e Share Experience with Peers Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.	ePortfolio final compilation Collaborative Discussion	Finalize your ePortfolio. Organize and connect all your reflections into a final post and prepare your ePortfolio for submission.

Course Materials

Recommended:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7 ed.). Washington, D.C.: American Psychological Association.

Course Policies

PARTICIPATION REQUIREMENTS

Students are expected to log into the current course on the first day of the first week of the session (normally a Monday). Students will be dropped, without refund, after the first week for non-participation. Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

Students should check Blackboard course announcements and their Lamar email daily. Students are expected to review the course syllabus and Bb specifications prior to completing any course activity. It is the student's responsibility to maintain appropriate equipment and access to the online environment in order to fully participate in the class.

ONLINE WEB CONFERENCES

To enhance student-to-student and instructor-to-student interaction, web conferences utilizing Class for MS TEAMS will be scheduled on a consistent day and time of the week (i.e. Tuesday evening from 6:00 pm-7:00 pm Central Standard Time). Each instructor will share a unique link for their courses. Each instructor will share the link to connect to the web conferences in the course announcements and in the course so you will have access. I will record each web conference, so that students who are unable to participate can access, review and respond to our group discussions. Arrangements can be made for additional conferences as needed upon request.

LATE WORK

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.

Accreditation Standards

EDLD_ISTE.01.a: Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students

EDLD_ISTE.01.d: Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms

EDLD_ISTE.02.b: Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students EDLD_ISTE.02.c: Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience

EDLD_ISTE.02.d: Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation) EDLD_ISTE.02.e: Coach teachers in and

model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals

EDLD_ISTE.03.a: Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

EDLD_ISTE.03.b: Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments

EDLD_ISTE.03.g: Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community

EDLD_ISTE.04.b: Design, develop, and implement technology rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment

EDLD_ISTE.05.a: Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers

EDLD_ISTE.06.c: Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology enhanced learning experiences

✓ Grading and Assignments

Grading Scale

Grade	Range	Notes
A	450-500	
B	400-449	
C	350-399	
F	349-below	

Graded Assignments

Type	Weight	Topic	Notes
Collaborative Discussions	100 points (20% of final grade in class)		
Exploring Tech Assignment	100 points (20% of final grade in class)		
Collaboration and Leadership Project	100 points (20% of final grade in class)		

Type	Weight	Topic	Notes
E-Portfolio	200 points (40% of final grade in class)		



Course Subject Outline

When	Topic	Notes
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When	Topic	Notes
Lecture Tuesdays online		*For all assignments, see specifications in BB. Rubrics for each assignment are linked in Blackboard each week an assignment is due. **This outline provides only a general overview of the readings, media, activities, and assignments that are fully detailed on the course website. Syllabus and course schedule subject to change. Your ePortfolio The ePortfolio you will prepare will consist of examples of your reflections on your learning experiences in this program or other professional learning opportunities in your personal life which shows how you address learning outcomes and how you connect and present your ideas in a cohesive format. The ePortfolio will be prepared and submitted electronically. The choice of medium for the ePortfolio and its components are completely up to you. In many cases, you may choose to use a mix of mediums and tools to create the ePortfolio and show your reflections on your learning experience. The ePortfolio you create and present may be open, hidden, or have restricted access. If you choose to restrict public access, please ensure you communicate the address and/or passwords with your intended audience and instructor. You will also need to maintain the ePortfolio and examples your learning online until the ePortfolio has been assessed. Your ePortfolio at MINIMUM will include the work you started in ADL program or other professional learning opportunities and: • Weekly posts: Reflections on your ePortfolio experimentations and experience (you can and should post more than once a week) • Innovation Plan • Thoughts on the Growth Mindset or Growth Mindset Plan (if you have completed EDLD 5302) • Engagement in your learning communities. • Thoughts on Learning or Learning Manifesto (if you have completed EDLD 5302) • Wrap up: connecting all the components into cohesive perspective Instructions: Create an ePortfolio comprised of the MINIMUM components listed above. You will want to update, revise or reformat the work/assignments you started in 5305 and/or 5302 so that it works well in your ePortfolio. Your final wrap up post/page should connect all the components into cohesive perspective. Possible formats: Consider a blog site, such as WordPress, Blogger, Wix, Weebly, or any number of other similar sites to use as your presentation medium. For presentation of the ePortfolio, you will need a digital navigational structure that assists the evaluator in locating your examples of learning experiences that address each of the course elements and provide continuity to the overall presentation. If you already have an established blog or personal website, please feel free to use it, but you should still explore your options. If you are new to blogging and the ePortfolio take the time to experiment with a wide assortment of tools and structures. The ePortfolio that you set up will be used for all assignments and coursework in the rest of program so please use your time wisely and plan for the future. Submission Details:

When	Topic	Notes												
		The final ePortfolio URL is due at the end of Week 8 Submit a URL to either a link to your ePortfolio or Google Doc (only if you are NOT in either EDLD 5302 or 5303 or have not taken EDLD 5302 or 5303) summary post. If you are using a Google Doc ensure that you have set the permission so that anyone can view the document who has the URL. If you are linking to your ePortfolio ensure that the URL leads directly to the page or post on your ePortfolio where the summary is located. DO NOT make us hunt for your work. Please note: IF you have chosen to restrict access to your site please include username and password that your instructor will need to access your work. COURSE WEEKLY SCHEDULE *For all assignments, see specifications in Bb. Rubrics for each assignment are linked in Blackboard each week an assignment is due. **This outline provides only a general overview of the readings, media, activities, and assignments that are fully detailed on the course website. Syllabus and course schedule subject to change. <table><tr><th>DATE</th><th>VIDEOS</th><th>READINGS</th><th>ASSIGNMENTS (Due on Sunday at 11:59 pm)</th></tr><tr><td>Week One</td><td>-What is digital learning? -What is an ePortfolio and why should you create one? -Why it's time to forget the pecking order.</td><td>-What is an Eportfolio? -Examples of ePortfolios</td><td>-Introduction Posts -Begin planning/writing blogs -Email me your ePortfolio skeleton link & group member lists -Review Exploring Digital Resources Assignment</td></tr><tr><td>Week Two</td><td>-What is Digital Learning?</td><td>-How Technology is Reinventing Education -How to Create an ePortfolio -Example of ePortfolios</td><td>-Collaborative Discussions: Creating a Culture of Helpfulness & Growth Mindset -Blog Post 1-2</td></tr></table>	DATE	VIDEOS	READINGS	ASSIGNMENTS (Due on Sunday at 11:59 pm)	Week One	-What is digital learning? -What is an ePortfolio and why should you create one? -Why it's time to forget the pecking order.	-What is an Eportfolio? -Examples of ePortfolios	-Introduction Posts -Begin planning/writing blogs -Email me your ePortfolio skeleton link & group member lists -Review Exploring Digital Resources Assignment	Week Two	-What is Digital Learning?	-How Technology is Reinventing Education -How to Create an ePortfolio -Example of ePortfolios	-Collaborative Discussions: Creating a Culture of Helpfulness & Growth Mindset -Blog Post 1-2
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		Week Three	-What will schools look like in the future? - The Classroom of the Future: AI's Transformative Impact	-Educational Technology Articles and Resources -The Web We Need to Give Students. -A Personal Cyberinfrastructure	-Collaborative Discussion: Leading by Learning Advancement -Blog Post 3-4 -Submit Assignment1- Exploring Digital Resources
		Week Four	-Innovative Spaces and Learning	-Benefits and Considerations for Creating Modern, Innovative Learning Spaces in Schools -41 Benefits of an ePortfolio -Who owns the ePortfolio	-Collaborative Discussion: Who owns the eportfolio? -Blog Post 5-6
		Week Five	-10 Most Common Types of Leadership Styles	-Leadership Styles in Education: Nine Ways Educators Guide Talent -Why does leadership exist?	-Collaborative Discussion: Leading with Technology -Blog Post 7-8 -Submit Educational Technology Leadership Role Simulation
		Week Six	-How Feedback Affects Performance	COVA+CSLE Mindset vs Traditional	-Collaborative Discussion5: Helping Each Other -Blog Post 9-10 -Submit Assignment2- Educational Leadership Role Simulation
		Week Seven		-Review APA Purdue OWL (Online Writing Lab)	-Blog Post: 11
		Week Eight			-Final Edits -Assignment3 - Creating &Sharing your ePortfolio &Compilation Post Course Evaluations

Additional Items

*For all assignments, see specifications in BB. Rubrics for each assignment are linked in Blackboard each week an assignment is due.

**This outline provides only a general overview of the readings, media, activities, and assignments that are fully detailed on the course website. Syllabus and course schedule subject to change.

Your ePortfolio

The ePortfolio you will prepare will consist of examples of your reflections on your learning experiences in this program or other professional learning opportunities in your personal life which shows how you address learning outcomes and how you connect and present your ideas in a cohesive format. The ePortfolio will be prepared and submitted electronically. The choice of medium for the ePortfolio and its components are completely up to you. In many cases, you may choose to use a mix of mediums and tools to create the ePortfolio and show your reflections on your learning experience.

The ePortfolio you create and present may be open, hidden, or have restricted access. If you choose to restrict public access, please ensure you communicate the address and/or passwords with your intended audience and instructor. You will also need to maintain the ePortfolio and examples your learning online until the ePortfolio has been assessed.

Your ePortfolio at MINIMUM will include the work you started in the ADL program or other professional learning opportunities in addition to the following:

Weekly blog posts: Reflections on your ePortfolio experimentations and experience (you can and should post more than once a week)

Innovation Plan

Any and all assignments completed for 5302 if in or have completed the class.

Wrap up: connecting all the components into cohesive perspective

Instructions: Create an ePortfolio comprised of the MINIMUM components listed above. You will want to update, revise or reformat the work/assignments you started in 5305 and/or 5302 so that it works well in your ePortfolio. Your final wrap up post/page should connect all the components into cohesive perspective.

Possible formats: Consider a blog site, such as WordPress, Blogger, Wix, Weebly, or any number of other similar sites to use as your presentation medium. For presentation of the ePortfolio, you will need a digital navigational structure that assists the evaluator in locating your examples of learning experiences that address each of the course elements and provide continuity to the overall presentation. If you already have an established blog or personal website, please feel free to use it, but you should still explore your options. If you are new to blogging and the ePortfolio take the time to experiment with a wide assortment of tools and structures. The ePortfolio that you set up will be used for all assignments and coursework in the rest of program so please use your time wisely and plan for the future.

Submission Details:

The final ePortfolio URL is due at the end of Week 8

Submit a URL to either a link to your ePortfolio or Google Doc (only if you are NOT in either EDLD 5302 or 5303 or have not taken EDLD 5302 or 5303) summary post. If you are using a Google Doc ensure that you have set the permission so that anyone can view the document who has the URL. If you are linking to your ePortfolio ensure that the URL leads directly to the page or post on your ePortfolio where the summary is located. DO NOT make us hunt for your work.

Please note: IF you have chosen to restrict access to your site please include username and password that your instructor will need to access your work.



Institutional Policies

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://blackboardsupport.lamar.edu> (<https://blackboardsupport.lamar.edu/>).

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, click [here](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. Faculty have the option to require students to use one or two cameras during any assessment that is proctored. In the case of two required cameras, you will need:

Your regular front-facing webcam (required for one camera configuration) A secondary side-angle camera (such as a smartphone or additional webcam; check setup instructions before purchasing) that clearly shows your hands, keyboard, and workspace. When required, students are responsible for obtaining a compatible device as part of their course materials. Your Instructor of Record may choose whether to use proctoring for specific assessments and whether they use a one or two camera configuration but must clearly communicate how many cameras are needed and when Honorlock will be required in their syllabi. If you are required to have two cameras for this course, 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 do not have both cameras set up may be unable to complete required proctored work, which can affect their grade. Plan ahead to ensure you have the necessary equipment and a working setup.

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).