**Portland State University**

**Graduate School of Education**

**Graduate Teacher Education Program**

**ITP 513-001 CRN15916 Technology as a Tool for Learning (3 credits)**

**FALL 2014 Thursdays 1:00-3:50 ED 212**

**Gayle Y. Thieman, Ed.D.**

[**thiemag@pdx.edu**](mailto:thiemag@pdx.edu) **(preferred) Instructor wiki:** [**http://gtpdx.wikispaces.com**](http://gtpdx.wikispaces.com)

**360-608-0579 (cell/text) Class wiki:** [**http://sectechfall14.wikispaces.com**](http://sectechfall14.wikispaces.com)

**Office: 608A Office Hours: Tues 3:30-5:00 Thurs 10:30-12:30**

**Prerequisite: Admission to Graduate Teacher Education Program—Ferner-Yeigh Cohort**

**The GTEP Secretary, Mark Wallace, can be reached at** [**mwal@pdx.edu**](mailto:mwal@pdx.edu)**. My mailng address is Portland State U, GSE 608A, P.O. Box 751, Portland, OR 97207-0751. Please call or email me directly to schedule an appointment.**

*If you require accommodations (e.g., special seating, an interpreter or note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document the need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.*

**Catalog Course Description**

Use of digital tools to enhance teacher productivity and professional development and for planning, instruction, and assessment of student learning. Employ technology to foster information literacy and digital citizenship. Engage diverse learners in inquiry, communication and collaboration, creation, visual design,and production of media



**Essential Course Questions**

* How do teachers use technology to enhance professional development and productivity?
* How do teachers use technology to address the diverse needs of students within the classroom and develop their students’ 21st century skills?

**Required Readings:**

Koehler, A. & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, *9*(1), 60-70. Retrieved from: <http://www.citejournal.org/vol9/iss1/general/article1.cfm>

[Excerpt from] Trilling, B. and Fadel, C. (2009). *Twenty-First Century Skills: Learning For Life In Our Times.* San Francisco, CA: John Wiley & Sons, Inc. on Library E-Reserves

<http://library.pdx.edu> Click on Course Reserves Enter ITP 513 in Search Box. Login in with your Odin account and password. Select SECOND Reading Folder for ITP 513. View online Full text at Electronic Reserves.

Ertmer, P. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development 53*(4), 25-39 <http://stats.lib.pdx.edu/proxy.php?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=19511442&site=ehost-live>

Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013). How teachers are using technology at home & in their classrooms. *Pew Research Center Internet Project.* Retrieved From: <http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms-2/>

Zickhur, K. & Smith, A. (2012). Digital Differences. *Pew Research Center Internet Project.* Retrieved From: <http://www.pewinternet.org/2012/04/13/digital-differences/>

Choose an article relevant to your own grade/content area from: *Pew Research Center Internet Project. Retrieved from:* [*http://www.pewinternet.org/category/publications/reports/*](http://www.pewinternet.org/category/publications/reports/)

Choose a second article relevant to your own grade/content area from: professional association journal or <http://www.citejournal.org>

**Course Objectives, Standards, and Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome**  Teacher candidate will: | **TSPC & NETS\* Standards** | **GSE Conceptual Framework** | **ASSESSMENT** |
| **Topic 1. Enhancing Teacher Productivity and Professional Development** |  |  |  |
| Demonstrate competency in using software and Web 2.0 applications to adapt or create instructional materials and presentations for technology-enriched, differentiated learning environments. Use elements of visual design | TSPC: 2b, 3c  NETS:  T2, T3, S1 | 1.2, 3.1, 3.2 | * Technology Activities:   ***Digital Presentation Tool for Students***  Reading Reponse: Ertmer (2005) Trilling & Fadell (2009)  Peer Evaluate revised aummer term presentations (ppt /Prezi) using criteria of effective multimedia presentations |
| **Topic 2. Fostering Information Literacy** |  |  |  |
| Facilitate student internet research using appropriate search strategies and evaluation criteria regarding content, organization, and navigability to support student development of information literacy. | TSPC: 2b, 3c  NETS: T3 | 2.2, 3.2 | * Technology Activities:   ***Evaluating Websites*** |
| **Topic 3: Promoting Inquiry, Problem Solving, and Investigation** |  |  |  |
| Explore use of problem-solving tools to facilitate student critical thinking, decision-making, reflection and meta-cognition with technology | TSPC: 2b  NETS: S-4 | 2.1, 3.2, 4.1 | * Technology Activities   ***Exploring Digital Games***   * Reading Response: Koehler & Mishra (2009) |
| **TOPIC 4: Engaging Students in Communication and Collaboration** |  |  |  |
| Plan use of digital educational networking tools to create a learning community in which students communicate and share responsibility for collaborative projects and present/publish their learning to audience beyond the classroom. | TSPC: 2b  NETS: S2 | 1.2, 2.2, 3.2 | * Technology Activities   ***Student Digital Communication/ Collaboration Tool***   * Reading Response: Article relevant to grade/content area Students’ Use of Tech |
| **Topic 5: Engage Students Creation, Visual Design, & Media Production** |  |  |  |
| Engage students with multimedia tools to illustrate and communicate original ideas and stories | TSPC: 3b  NETS: T2, S1 | 1.2, 2.2, 3.1, 3.2, | * Technology Activities: *Student Created Media* |
| **Topic 6: Incorporating Technology**  **for Diverse Learners** |  |  |  |
| Explore appropriate applications of assistive instructional and productive technologies for students with exceptionalities and plan for implementation | TSPC: 1a, 1b  NETS: T2, T4 | 1.1, 1.2, 3.2 | * Technology Activities   ***Lesson Plan incorporating technology to support diverse students’ needs*** |
| **Topic 7: Planning, Implementation, and Assessment** |  |  |  |
| Use technology to support instructional planning, implementation, and assessment | TSPC: 3a, 3b  NETS T2 | 2.2, 3.1, 3.2 | Technology Activities ***Lesson Plan incorporating instructinal technology*** |
| **Topic 8: Becoming Digital Citizens: Ethical, Legal, and Social Issues** |  |  |  |
| Learning Outcome 8.1: Demonstrate and teach understanding of ethical/legal issues surrounding access, safe, and responsible use of information technology | TSPC: 1c, 2b, 4a  NETS: T4, S5 | 2.1, 2.2 3.1, 3.2 | * Technology Activities   ***Review district Safe and Responsible Internet Use Plan***  Reading response : Digital Divide Purcel et al (2013) Zickhur & Smith (2012)  Explore websites on safe/responsible internet use |

\* NETS: National Education Technology Standards

**\TSPC Standards Addressed in This Course**

***(1) The Learner and Learning*:**

(a) Learner Development: The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]

***(2) Content***

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

***(3) Instructional Practice***

(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. [InTASC Standard #6]

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

***(4) Professional Responsibility***

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

**Other Professional Standards: National Education Technology Standards**

NETS-S 1. Creativity and Innovation

b. create original works as a means of personal or group expression

NETS-S 4. Critical Thinking, Problem Solving, and Decision Making

a. identify and define authentic problems and significant questions for investigation

b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions

NETS-S 5 Digital Citizenship a. advocate and practice safe, legal, and responsible use of information and technology

NETS-T 2. Design and Develop Digital-Age Learning Experiences and Assessments

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

NETS-T-3 Model Digital-Age Work and Learning.

c. communicate relevant information and ideas effectively to students, parents, and peers using digital tools and resources

NETS-T 4. Promote and Model Digital Citizenship and Responsibility

b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| Date | Topics | Assignments Due at **Beginning of Class** |
| 10/2 | **Promoting Inquiry, Problem Solving, Investigation**   * Review course syllabus, instructor & class wikis * Personal Experience with Technology. How would you rate yourself as a technology user? http://www.polleverywhere.com/ * Discussion: TPACK * Tech Demo: Intel Visual Ranking <http://educate.intel.com/en/ThinkingTools/VisualRanking> * Begin Evaluating Digital Games assignment | * Download course syllabus (from email or instructor wiki) and save pdf to iPad or laptop * Read Koehler and Mishra article (see Required Readings link on syllabus p. 2). Explain the three separate components of TPACK and give an example of how TPACK is/could be reflected in your subject area. * Write a one-page reflection in Word or Googledocs. Attach word document or share link to Googledocs on your personal page on the class wiki (http://www.sectechfall14.wikispaces.com) |
| 10/9 | **Enhancing Teacher Productivity: Integrating Creation, Visual Design & Production of Media**   * Share Digital Games assignment * Presentation: pros/cons of videogames, web-based games, simulations, virtual worlds * Discuss how educational technology can support 21st century learning * Elements of Visual Design and strategies for using multimedia effectively with students. * Review criteria of effective multimedia presentations: rubric for ppts and prezis | * Complete Tech Activity***: Exploring Digital Games*** (syllabus p. 8) * Read Trilling & Fadell (2009) up thru p. 36 (on Library e-reserves). Review Table 1.2 and consider how each of the four goals for education in the Knowledge Age are being met or could be met at the school(s) where you observe. Be specific. Review Table 2.1 How can educational technology support each of the 21st century learning forces? * Write a one-page reflection in Word or Googledocs. Attach word document or share link to Googledocs on your personal page on the class wiki (http://www.sectechfall14.wikispaces.com) |
| 10/16 | **Becoming Digital Citizens, Ethical Legal, Social Issues**   * Copyright and Fair Use Presentation * Explore resources on copyright/fair use and discuss ways to prevent plagriarism * Discuss how you would teach safe and responsible Internet use * Evaluate presentations in class using rubric for ppts and prezis | * After reviewing websites on ***Safe and Responsible Internet Use Plan*** *(syllabus p. 9****)*** be prepared to discuss the main ideas. Locate and review the school district’s technology use policy. Attach the link to your personal page on class wiki. * Complete Tech Activity: ***Modify a digital presentation tool for students*** *(syllabus p. 9****)*** |
| 10/23 | **Fostering Information Literacy**   * Presentation on digital/information literacy and media literacy * Tech Demo: Explore Search Strategies and Evaluate Websites * Discuss teachers’ pedagogical beliefs about technology * Compare technology use by teachers across students’ socio-economic and teachers’ generational levels * Research presentation 1:1 iPads in high poverty, diverse, urban HS | * Access Ertner article (PSU library proxy link) Ertmer (2005) pp. 25-27. After describing three conditions for successful technology integration, Ertmer analyzes teachers’ pedagogical beliefs. How does the author characterize many teachers’ use of technology? Read pp. 30- 31 (How Beliefs Are Formed) What are your personal beliefs about technology? Read pp. 32-35 (Implications for Professional Development). Discuss the three approaches to professional development with your CT and ask what approach your CT finds most helpful in promoting change in teacher beliefs about technology. * Read Purcell et al (2013) OR Zickhur & Smith (2012) How does technology use compare across socio-economic levels and across generational levels? * Write a one-page reflection in Word or Googledocs. Attach word document or share link to Googledocs on your personal page on class wiki |
| 10/30 | **Engaging K-12 Students in Communication and Collaboration**   * Discuss teacher communication tools * Explore wikis, websites, blogs and discuss advantages of each. * Explore Schoology, Edmodo * Review rubrics for Digital Communication/Collaboration Tools * Share technology articles | * Complete Tech Activity: ***Evaluating Websites*** related to grade level, subject & *(syllabus p. 9****)*** * Read two technology articles relevant to your own grade/content area from Pew Research Center Internet Project OR from CITE online journal OR professional association journal. Summarize the main ideas using the “Technology-Related Article Review Template” Attach files to your personal page on the class wiki. |
| 11/6 | **Incorporating Technology to Support Diverse Learners**  TBD | * Draft Tech Activity: ***Lesson Plan*** *(syllabus p. 10*)   Upload to your personal page the draft version of technology-enriched lesson plan you developed and plan to teach (or taught). Make sure to specify how technology supported diverse learners in the class. **Use the GTEP lesson plan template.** |
| 11/13 | **Engaging K-12 Students in Media Production**   * Explore media production tools such as iMovie, Show Me, Explain Everything, Voice Thread, Podcast. * Explore a media production tool and create a sample a K-12 student media production that your students could create to demonstrate their learning (hopefully of the lesson you taught * Share Digital Communication/Collaboration Tool in small groups | * Complete Tech Activity: ***Digital Communication/Collaboration Tool***. *(syllabus p. 9****)***  Create a website, wiki or similar tool following requirements on scoring rubrics. Post the URL to your personal page on class wiki. |
| 11/20 | NO CLASS Observe or interview two classroom teachers, paying particular attenton to teacher’s use of technology as a tool for learning (can be done anytime up to Nov 20) At least one of the teachers should frequently incorporate technology with students | * Post reflection of class observation and/or interview with two teachers. Respond to the following questions for **each** teacher: * Teacher name, grade level, content area, school/district * 2 examples of most useful information/insights about technolgy shared by teacher * Describe/characterize the teacher’s attitude to technology use by instructor and students * What questions did the teacher’s experience raise for you about technology in the classroom? * What are the implications for your own future curriculum and instructinal practice with technology?   Post to your personal page on class wiki |
| 11/27 | NO CLASS Thanksgiving |  |
| 12/4 | **Incorporating Technology to Support Diverse Learners**   * Share technology-rich, standards-based lesson plan you taught at your field placement that addresses the needs of diverse K-12 students. | * Complete Tech Activity:  ***Lesson Plan*** *(syllabus p. 10*)   Upload Final Version of Lesson Plan you developed and taught to your personal page on class wiki. Make sure you have used the GTEP lesson plan template and review the lesson plan scoring guide. |
| 12/11 | **Engaging K-12 Students in Media Production**   * Share *Student Digital Communication/ Collaboration Tool* * Course Evaluation | * Complete Tech Activity: ***Student Digital Media Production Tool*** *(syllabus p.10)*   Create an example of a K-12 student media production that your students could create to demonstrate their learning (hopefully of the lesson you taught).Post URL to your personal page on the class wiki. |

**Assignments and Grading**

Professionalism **15%**

This course will be conducted as a seminar; your punctual attendance and integrity to our community (e.g., in groupwork, in online contributions, in preparedness) is crucial to not only your personal success, but also the success of your classmates. Given the participatory nature of learning and this course, **attendance for all class sessions is required**. Candidates are expected to **come on time, ready to fully participate**: to support one another as a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability, and exhibit professional demeanor. **Participation also includes completion of in-class technology activities**. Excessive absences and/or tardies will negatively affect your grade.

### **Reading Responses** 20%

### See the schedule of weekly class activities for specific readings and writing prompts on pp. 6-8 of the syllabus. You may write your answer in an MS word document (laptop) or in pages or other text application (on iPad and attach it to your personal page on class wiki. ([http://sectechfall14.wikispaces.com](http://sectechfall14.wikispaces.om)) Be sure to save you file as LastName.ArticleAuthors.XXX XXX refers to file type extension, e.g., docx or pdf

### OR you may write your answer in a google doc (iPad or laptop) and attach the URL to your personal page on class wiki.

### **Technology Activities** 65%

### We will begin each technology activity in class.

***Explore Digital Games*** **Due Oct 9** ***(5%)***

Evaluate a digital learning game that is suitable for the subject area that you observe and plan to teach. List the title of the game and the URL where it can be located. Analyze the following components: a.) grade level(s) and subject areas(s); b.) purpose of the game e.g., build skills or content knowledge or entertainment; c.) components of the game including rules, goals or objectives, outcomes and feedback, conflict or cooperation, types of interactions, storyline; d) benefits; e) challenges. Post your evaluation to your personal page on class wiki.

Possible resources: <http://marcprensky.com/learning-games/> and <http://spreegames.com/>

***Safe and Responsible Internet Use Plan Due Oct 16 (5%)***

Investigate [http://safekids.com](http://safekids.com/) Explore the safety advice and tools, paying particular attention to the information for child safety, parents of pre-teens and parents of teens. Also investigate <http://www.netsmartz.org/> Follow the links for educators as well as links for kids, tweens, and teens. Of particular interest are the downloadable teaching materials for educators including tip sheets on social networking, cyberbullying, sexting, and cybersecurity. Be prepared to share key safety ideas in class discussion. Locate and review the school district’s technology use policy. Attach the link to your personal page on class wiki

**Modify a** ***Digital Presentation Tool for Students Due Oct 16 (5%)***

Review principals of visual design and rubrics for multimedia presentations (ppts and prezis). Modify a powerpoint or prezi you created in a previous class this summer or create a new multimedia presentation if your prefer. The multimedia presentation should be informative and engaging to the audience. **Attach the revised PPT file or URL for Prezi on your personal page on the class wiki.**

***Evaluate Websites Due Oct 30 (5%)***

**Locate and evaluate three websites related to a grade level and subject area you plan to teach.** The websites may focus on content or instructional strategies. Summarize the main features of the website and evaluate each website with the assigned criteria: purpose, author, accuracy, fairness, suitable content, advertising, currency, organization, references, special effects, technical qualities, interactive features. Post your evaluations to your personal page on class wiki.

***Create Digital Communication & Collaboration Tool Due Nov 13*** ***(15%)***

Explore a digital communication/collaboration tool that involves NEW learning for you. You may choose to create a project using a wiki, website, blog or suitable alternative. Review online tutorials andfollow the guidelines on the scoring rubrics. Then create the example and link URL to **your personal page on the class website. Also complete the Reflection Prompt (post on your personal page) and be prepared to share a 3 minute demonstration of what you learned.**

***Create Example of K-12 Student Media Production Due 12/11 (15%)***

**Explore a tool that involves NEW learning for you. Create an example of what K-12 students in your class could create to demonstrate their learning, e.g., a game, podcast, video, song, demonstration or other alternative. Decide on a purpose for the student-created media. Select the content and tool the students would use. Review online tutorials and follow guidelines on the scoring rubrics. Then create the example and link the URL to your personal page on the class website. Also complete the Reflection Prompt (post on your personal page) and be prepared to share a 3 minute demonstration of what you learned.**

***Lesson Plan Incorporating Instructional Technology Draft: Nov. 6 Final: Dec 11 (15%)***

Create and teach a lesson plan for the grade level and subject area at your field placement. Create observable student objectives consistent with unit goals, national and state standards. Choose instructional methods and student activities that **incorporate technology as a tool for student learning.** Create a an assessment tool. Include specific procedures, teacher created materials, detailed activities and lesson assessment that clearly show what the teacher and students are doing in the lesson. Post your lesson plan and all materials/digital resources on your personal page on the class wiki.

**COURSE POLICIES**

**Classroom Demeanor and Courtesy**

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because candidates may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others.  Candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities. Please refer to PSU’s Student Conduct Code for further information: <http://www.pdx.edu/education/files/gse_handbook_student_conduct.pdf>

**Attendance**

Participation is a critical component of this course, and teacher candidates are expected to attend all classes and fieldwork associated with the course. Candidates are expected make every attempt to be in class on time and to honor the importance of making good use of class time. If an absence is unavoidable, it is the candidate's responsibility to contact the instructor immediately. It is also their responsibility to arrange for any missing work as a result of unexpected absences.  It is recommended that candidates identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

**Grading Scale**

A 94-100 %

A- 90-93 %

B+ 88-89 %

B 84-87 %

B- 80-83 %

[Less than 80 % is below-graduate standard and indicates unsatisfactory performance in the course. Courses graded ‘C’ or below may not be used to satisfy Masters degree requirements.]

C 70-79 %

D 60-69 %

F <60 %

**Late Assignments**

It is very important to establish habits of punctuality and stay on top of your multiple responsibilities. **All work is due at the start of class on the assigned dates** unless prior arrangement is made with the instructor. Late assignments will receive a deduction of 10% or more per week.If you are having difficulties that prevent you from turning something in on time, **it is the candidate’s responsibility to contact the instructor about it prior to the due date.** Incompletes will be considered only if you have conferred with your instructor about your special circumstances prior to exam week and you have met the eligibility criteria for an incomplete. You are responsible for ensuring that all assignments are turned in by Thursday December 11.

**Incompletes (per PSU Bulletin, 2012-2013, p.63-64)**

A student may be assigned a mark of ‘Incomplete’ by an instructor when all of the following four criteria apply:

* Quality of work in the course up to that point is C level or above.
* Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
* Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an ‘I’. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.
* Consultation must have occurred and a formal agreement must be reached between instructor and student. A written record of the remaining work and its completion date should be kept by both instructor and student\*. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period.
* The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding.

\*GTEP requires a teacher candidate and instructor to jointly complete and sign a“[Criteria and Guidelines for Assigning an Incomplete Grade](http://www.pdx.edu/sites/www.pdx.edu.ci/files/Incomplete%20grade.pdf)” form.

**Academic Integrity and Student Conduct**

Proscribed Conduct by Portland State University (Per PSU Student Conduct Code #577-031-0136). (See [http](http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf)://www.pdx.edu/media/g/s/gse\_handbook\_student\_conduct.pdf for the Student Conduct Code.)

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

**LGBTQ Resolution Statement:**

As part of its commitment to social justice and human dignity, the Curriculum and Instruction Department demonstrates LGBTQ advocacy through inclusie policies and practies that are both intentionally proactive and strategically responsive.

**PSU’s Student Health Insurance Policy:**

PSU provides students taking 5 or more inload, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan. See http://www.pdx.edu/shac/insuranceplan for more information. Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year. **All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term.**See http://www.pdx.edu/shac/insurancewaiver for specific information and directions about waiving the health insurance, and a link to the online waiver application. Contact insurancehelp@pdx.edu for more information.

**Weather Conditions**

If you are concerned about road conditions, please use your best judgment. Listen to the radio or check the PSU website ([www.pdx.edu](http://www.pdx.edu)) for university closing.