

LIS 629
Spring 2017: Online
Integrating Technology into the K - 12 Curriculum
LIU Post: Palmer School of Library and Information Science

Instructor

Dr. Bea Baaden

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Office Hours

By appointment via phone. Please email for an appointment. Please contact Dr. Baaden with any questions or concerns.

Class Format

Class will be delivered online. A total of 8 online modules will be completed throughout the semester. Some modules will be one week in length, while some will be two weeks in length. The length of each module will be explicitly communicated in Blackboard. Each module will begin on **Monday; assignments are due on the Mondays noted in the syllabus and "Assignment Due Date "calendar in this syllabus. (If there are any discrepancy in due dates of assignments, what is posted in Blackboard is what the correct due date is!)**

Communication Procedures

Using your LIU e-mail account, you may e-mail me at bea.baaden@liu.edu Please include in the subject line: LIS 629, your name and the issue. E-mail will be responded to within 24 hours Monday – Friday; 48 hours over the weekend.

The Announcements feature of Blackboard will be utilized by the instructor to communicate any changes and/ or reminders about the course. Announcements are posted to Blackboard and sent to all students' LIU e-mail. Students are expected to check the Blackboard course and their LIU e-mail frequently.

Email me with any course questions or concerns that arise during the semester.

Textbook and Course Materials

Berger, P., Trexler, S. (2010). *Choosing Web 2.0 Tools for Learning and Teaching in a Digital World*. Libraries Unlimited.
ISBN: 978-1-59158-706-4. (Also available in a Kindle edition).

Additional readings are assigned in the Course Content and specific learning module in Blackboard.

Bulletin Description

Students will examine software, hardware, Internet utilities, and web sites to see how curriculum and technology facilitate learning in the school media center; and explore the ways hardware and software should be integrated into the curriculum, including examination of age-appropriate material for children with disabilities and special needs and use of adaptive technology. There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practicum (internship).

Student Learning Objectives

This course fulfills the following Palmer School Learning Objectives:

- ✓ 2C – Students will be able to search, retrieve and synthesize information from a variety of systems and sources.
Method of Assessment: New Trends Multimedia Presentation/ Report; LibGuide/ Book Trailer for a NextGen Topic
- ✓ 3C – Students will be able to integrate technology, into instruction and outreach programs.
Method of Assessment: Digital Storytelling Project
- ✓ 3B - Students will develop and deliver information programs designed to meet the needs of specific users and communities.
Method of Assessment: Online Safety Professional Development Plan

NYSTCE Objectives from the Framework for Library Media Specialist tests (that this course covers):

Competency 0002 (Roles and Responsibilities of the Library Media Specialist):

b) demonstrate knowledge of strategies for providing classroom teachers with professional development related to the use of information, technology, and literature (Online Safety Professional Development Plan)

Competency 0007 (Social Responsibility and Legal and Ethical Issues):

b) recognizes the importance of modeling and promoting digital citizenship and methods for educating the school community in the ethical use of information and ideas (Online Safety Professional Development Plan)

f) demonstrates knowledge of strategies for teaching learners how to keep data safe...and follow accepted netiquette (Online Safety Professional Development Plan)

In addition, students will learn to:

Explore the impact of technology on the role of the School Media Specialist as teacher, collaborative partner and instructional leader;

- ✓ Explore the impact of technology on the program and services of the school library media center;
- ✓ Examine appropriate uses of technology to facilitate learning in the school environment;

Contact Hours

State Education Requirements, 150 hours (plus 25 hours of field experiences in a School Library Media Center)

Online components of this course include:

- ✓ Projects, assignments, and presentations
- ✓ Readings and videos
- ✓ Exploratory activities
- ✓ Online discussions, blog postings, and responses

Technology needed for this online course:

Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser (Firefox).

You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience much more productive. Here are some recommendations:

- ✓ use Firefox Web browser if possible, as it is the browser that works best with Blackboard.
- ✓ be sure your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- ✓ you can utilize the Blackboard Mobile Learn app if you wish to access the course on your iPad.
- ✓ sometimes wireless connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.

Student Resources/Technical Support

Blackboard is available at <http://blackboard.liu.edu>. Support is available at <http://csi.liu.edu/> or by contacting the Office of Information Technology at 516-299-3967.

Students will need ongoing access to LIU's online library, which will require LIU login credentials. The library site can be accessed at <http://www2.liu.edu/cwis/cwp/library/libhome.htm>.

Expectations for Students Completing Online Work

All assigned work must be completed by or prior to due date and submitted via Blackboard or methods designated by the instructor. Time management is essential for student success in online courses. Some recommended tips include:

- Use a planner, electronic or paper
- Login to Blackboard on a regular basis
- Set aside dedicated time for school work
- Review all orientation materials prior to the start of the course
- Balance school work and personal time
- Do not wait until the last minute to submit assignments

Netiquette

Communication is very important in this blended course. In order to maintain a positive online environment for our class, we all need to follow the netiquette guidelines summarized below.

All students are expected to:

1. Show respect for the instructor and for other students in the class
2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use sentence case in messages. Use of all uppercase in a message is the equivalent of shouting and is considered offensive.
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
7. When responding to peers through online discussions, please address the person at the beginning of your post.
8. Use good grammar and spelling, and avoid using text messaging shortcuts.

Observations: 25 hours focused on: observation and/or use of technologies new to you, your library, or classroom:

- Use of technology for student learning in the school library or classroom
- Staff development workshops
- Public library workshops or observations
- Technology related webinars
- "Smart Board" training (or similar whiteboard tool)
- Vendor visits

Develop a log form that includes: your name, course #, site visited, date of the visit, # of hours spent, and a very brief (1 – 2 sentences) explanation of what you did or observed.

Course Themes: This class will have 7 themes:

- I. Communicating Graphically
- II. Digital Citizenship/ Online Safety
- III. Adaptive Technology
- IV. Searching for, Managing and Organizing Information Digitally
- V. Content Collaboration and Social Bookmarking
- VI. Media Sharing
- VII. New trends: Coding, Virtual Reality, Robots/Robotics, 3 D printing (for anything other than these choices, please contact Dr. Baaden)

Major Assignments, Directions and Due Dates:

Unit I: Communicating Graphically: Introduction Blog:

Part 1:

After the readings and videos noted in your syllabus and in the Learning Module, introduce yourself to your classmates (and me) by **graphically** communicating through words and design:

1. what kind of learner you are (see page 15 in the Berger text)
 2. what technologies you are facile with (or feel comfortable using) and your favorite websites
- See suggested tools/ sites to use for this part of the assignment.

Part 2:

Then in a **paragraph of 3-5 sentences**, discuss how “design thinking” can help you facilitate technological innovation in your school or library. Read the following articles for brief information on what “design thinking” is (this is the newest of the buzz words and concepts on the educational horizon):

“What is Design Thinking?” Edutopia. <http://www.edutopia.org/what-is-design-thinking-for-educators>.

“How Design Thinking Became a Buzzword at School.” The Atlantic. <https://theatlantic.com/education/archive/2017/01/how-design-thinking-.....>

Part 1 suggested sites: Try using one of the following tools to graphically communicate (see above):

- Go to: www.freeinfographictemplates.com (free account). Read: “How to make an infographic.” Choose a template to use
- OR
- Make an Infographic using Wordle (doesn’t seem to work with Mac computers, but try it if you use a PC). Here are some other websites that will allow you to create a “word cloud”: wordlecreator.com; worditout.com; www.wordlewordcloud.com; www.edudemic.com/9-word-cloud-generators-that-arent-wordle/
- ImageChef.com, Tagul, and Venngage have been used successfully by prior classes
- Make a mind map or concept map from www.inspiration.com/visual-learning (free trial)
- A visual tool of your own

Please let me know which tool you find successful. View some of your classmates’ postings and respond to at least 1.

Due: 2/6 in the Introduction Blog: 5 points for the blog posting and 5 points for your response.

Unit II: Digital Citizenship/ Online Safety Professional Development Plan: Scenario: Your principal has asked you (in your staff development role) to work with the classroom teachers in your school (you can choose grades 3 – 5, 6 – 8, or 9 – 12) to help them develop a school-wide Action Plan they will use in their classrooms to teach their students how to “practice safe, legal and responsible use of technology.” The principal would also like you to inform parents about these activities. The principal knows that there are fully developed Digital Citizenship curriculum available free on the Internet. The New York City Department of Education has a full curriculum with sample lesson plans called “Citizenship in the Digital Age.” There are also the “Google Digital Literacy and Citizenship Curriculum”; the “Digital Citizenship Curriculum” from the Anderson School District One in South Carolina; and Teacher Tube has a “Digital Citizenship Curriculum.” The principal doesn’t want to use the entire curriculum available online. He wants you to work with the classroom teachers so that they can create learning

experiences that are relevant to them for their age group and interests. The principal will give you 3 professional development sessions so that you can provide the classroom teachers with the following:

- A list of 10 strategies or actions they can use in their classrooms to attain their goal
- What the desired result of the actions will be
- Resources that they can use

Due: 2/20 in Assignments. (10 points)

Unit III: Adaptive Technology and Accessibility: Using the readings in Blackboard and/or what you have experienced about adaptive/ assistive technologies, find 2 resources for a school librarian or youth services public librarian to use to address accessibility of online resources for a student with a special need. Post your resources to the Adaptive Technology Blog; reply to at least one classmate. **Due: 2/27 in Blogs** (5 points)

Unit IV: Develop a **LibGuide (Livebinder)** for a NextGen Science curriculum topic and grade level of your choice; suggestions for topics will be available in Blackboard. I suggest that you use the “Livebinder” tool to create the LibGuide (<http://www.livebinders.com>).

Due: 3/20 in Blogs. 10 points (read and respond to at least one other classmate)

Unit V: Content Collaboration:

Part A: School Library Bloggers: Follow a school library or ed tech specialist at one of the blogs you find in this article: “Top Ten School Library Blogs.” www.teachercertificationdegrees.com/top-blogs/school-library. Preview and send your top 2 choices to Dr. Baaden **the week of 2/20**; Dr. Baaden will note which blog you should report on **by 2/27**, so that there is not too much duplication. **The Blog itself is due 3/6.** 10 points (5 for the blog posting and 5 for response to a classmate).

Part B: Design a **Book Trailer** site for students and parents for a Paired Book Talk, in which you pair fiction and nonfiction titles. Determine which grade levels this site will target, then which genre (science fiction and real science; historical fiction and real history; realistic fiction and social science or health; or mystery and forensics). Notice the pairing of fiction and non-fiction. Develop a “book talk” of at least 10 titles to share. View the following to get an idea of what a “book trailer” is, in general: <http://graphicartscampuslibrary.libguides.com/OneBookOneCampus> (this is a real world example of how book trailers can be used in a school library setting). Other examples will be in Blackboard. You may use any tool.

Use audio or video format.

Due: 3/27 in Blogs. 10 points.

Unit VI: Media Sharing: Digital Storytelling podcast, youtube, or vcast. This is a multimedia presentation. Use Voice Thread or Animoto (directions are in your Berger textbook) or another tool, such as , Pixton (<https://pixton.com>); iMovie; or Powerpoint. Include a script of the vocal narration – or story board. Create an introduction guide of approximately 5 sentences. The tool you intend to use will be discussed in the **Digital Story Telling Tools Blog due 4/3.**

Due: Digital Story due 4/10 in Blogs. 20 points.

Unit VII: New Trends Sharing Presentation/ Report: Choose one of the following and prepare a short multimedia presentation to “teach” one of the following new trends to us: coding, virtual reality, robots/ robotics, or 3D printing. Use any multimedia tool(s).

- Define its uses in education, in general
- Define its uses in the school library and implications for the SLMC
- Tools to use (name some; how would you plan to utilize such a tool? What age group or project? Evaluate its user-friendliness)
- Short demonstration of how to create something using the tool.

“Report” due: 4/24 in a wiki . 20 points.

There may be additional assignments noted in the Class Calendar section of this syllabus and in Blackboard; the instructor reserves the right to alter some of the parameters of the assignment based on student need or interest.

Keeping current with readings, explorations, postings, homework and other class activities is essential. In addition, preparation for class meetings and participation in class discussions is vital for the success of the class. The online discussions/homework/participation grade is based on:

- Successful participation in online forums
- Successful completion of homework assignments (including wikis, blogs and journals) in a timely manner

Note: It is recommended students check the course site located in Blackboard every other day for periodic announcements and/or changes.

Assignment Due Dates and Grade Points:

2/6: Introduction Blog (5 pts) and Peer Response (5 pts) (Blogs)

2/20: Digital Citizenship Professional Development Plan (10 pts) (Assignments)
School Library blogger choices to Dr. Baaden

2/27: Adaptive Technology Blog (5 pts)

3/6: School Librarian Bloggers and peer response (Blog) (10 pts)

3/13: LIU Spring Break (work on upcoming assignments)

3/20: Curriculum Topic LibGuide/ Livebinder (Blog) (10 pts)

3/27: Book Trailer (Blogs) (10 pts)

4/3: Digital Story Tools Blog and Peer Response (part of the Digital Storytelling Project grade)

4/17: Digital Storytelling Project (20 pts) **

4/24: "New Tech Trend" Report (20 points)

5/1: PMI Course Evaluation (Blogs); Observation Log (5pts)

Continue down to Class and Module Calendar

LIS 629 Calendar Spring 2017

Modules go from Monday to Monday. Please plan your workload accordingly. Please note dates for initial discussion/blog post and peer posts. Some modules are one week in length, while most modules are two weeks in length.

Week #/Dates	Topics	Readings	Assignment
Unit I: Module 1 Introduction Week of 1/23 Communicating Graphically	Orientation to the Course Student Centered Learning & 21 st Century Skills “Personalized Learning”	Textbook reading Chapter 1, Learning, Literacy, and Web 2.0 Youtube videos in Blackboard: A Vision of K-12 Students Today “What is Personalized Learning” Article: www.techlearning.com/news/0002/14-ways-K12-librarians-can-teach-social-media-by-joyce-valenza The Journal Article on Student Centered Learning, “This Time It’s Personal” by Jenifer Demski at: http://thejournal.com/Articles/2012/01/04/Personalized-learning.aspx?p=1	Introduction Blog: See Unit I: Introduction Blog in syllabus. Blog posting due: 2/6 with at least 1 peer response by 2/10 (Friday)

<p>Module 2 (Unit II)</p> <p>Weeks of 2/30 and 2/6</p>	<p>Digital Citizenship/Online Safety</p> <p>Online curricula</p> <p>Key concepts</p> <p>Professional development plan for classroom teachers</p>	<p>Textbook: p. 173 – 175</p> <p>Common Sense Education: https://www.common sense.org/educators/scope-and-sequence and/or https://sites.google.com/site/mdirssdigitalliteracy</p> <p>TeacherTube Digital Citizenship Curriculum: www.teachertube.com/video/digital-citizenship</p> <p>Digital Citizenship Curriculum (Andersen SD One, South Carolina)</p> <p>Joyce Valenza: “Be Cybersmart: Researching the Internet Wisely” : www.youtube.com/watch?v=XuBwu33amnc</p> <p>“Can PD be virtual?”: www.edutopia.org/blog/virtual-pd-technology-and-trends-monica-burns</p>	<p>Assignment: see detailed explanation earlier in this syllabus for Major Assignment 2 and in Blackboard Learning Module 2</p> <p>Due: 2/20 in Assignments</p>
<p>Module 3</p> <p>Week of 2/13 and 2/20</p>	<p>Adaptive Technology and Accessibility</p> <p>Universal Design for Learning</p>	<p>Online adaptive technology readings in Blackboard</p>	<p>Assignment: Find 2 resources for a school or youth services librarian to reference to address accessibility of online materials for a special needs student. Post your resources to the Adaptive Technology Blog by 2/27 and respond to at least one classmate.</p>

<p>Module 4 (Unit IV) Weeks of 2/27 and 3/6</p>	<p>Searching for, Managing, and Organizing Information</p> <p>Search Engines, Graphic Organizers, Collaborative Notetaking Tools, LibGuides, Personal Information Spaces</p>	<p>Textbook reading: Chapters 2 (Searching the Web) and 4 (Managing and Organizing Information)</p> <p>“ReadWriteThink Notetaker”: www.readwritethink.org/classroom-resources/student-interactives</p> <p>“Interactive Websites, Games, and Activities” Teacher Tap: www.eduscapes.com/tap/topic86.htm</p> <p>Livebinders: www.youtube.com/livebinders</p> <p>Article/ research study: “How Do Students Organize Personal Information Spaces?” Sharon Hardof-Jaffe, et al. Educational Data Mining 2009. www.educationaldatamining.org/EDM2009/uploads/proceedings/hardof.pdf</p>	<p>Assignment: see Major Assignment for Unit III in the syllabus. Develop a LibGuide for a NextGen Science curriculum topic and grade level of your choice.</p> <p>Due: 3/20 In Blogs.</p>
<p>Module 5 (Unit V) Weeks of 3/13 and 3/20</p>	<p>Content Collaboration</p> <p>Blogs</p> <p>Wikis</p>	<p>Textbook reading: Chapter 5 (Content Collaboration)</p> <p>Blog and Wiki Web Resources</p> <p>Follow a SLMS or Ed Tech specialists at one (or more) of the following blogs: “Top Ten School Library Blogs.” www.teachercertificationdegrees.com/top-blogs/school-library</p>	<p>Discussion: Post a summary of the blog postings of the blogger you are following and your reaction, especially why you feel it is important – or not – to follow this blog for school library work. Discussion posting due 3/6 at least one peer response by 3/10.</p> <p>Book Trailer assignment: Due 3/27 in Blogs.</p>

<p>Module 6 (Unit VI)</p> <p>Weeks of 3/27-4/10</p>	<p>Media Sharing: Resources: www.afflorama.com/inter-net101/media-sharing (definitions) www.ala.org/aasl/standards/best/websites/2015 www.teachingquality.org/blogs/bill-ferriter/three-resources-learning-more-about-fair-use-and-copyright and blog.williamferriter.com</p> <p>Digital Storytelling Tools</p>	<p>Read chapter 6 Media Sharing in text</p> <p>Research digital storytelling tools on the Web</p> <p>Online digital storytelling resources</p> <p>Copyright and creative commons resources</p>	<p>Module 4 <u>Blog</u>: After researching Digital Storytelling tools on the Web, post your tool of choice and why you selected this tool to our Digital Story Tools Blog by 4/3 , with at least one peer comment by 4/8.</p> <p>Assignment: Begin developing a digital storytelling project. Use online tools (i.e. iMovie, Audacity, Voicethread, Jing, Windows Live Moviemaker (to name a few) and submit link or file to the digital storytelling blog link in Blackboard by 4/17. Project specifications will be located in Blackboard. Also see Major Assignment for Unit VI in your syllabus. This project is worth 20 points!</p>
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<p>Module 7 (Unit VII)</p> <p>Weeks of 4/17 and 4/24</p>	<p>New Tech Trends:</p> <p>3D Printing Coding Virtual Reality Robots</p>	<p>Online Resources</p>	<p>New Trends “report” due 4/24 in Wiki.</p>
<p>Week of 5/1</p>	<p>Course Evaluation</p>	<p>PMI</p>	<p>PMI due in Blogs before 5/3.</p> <p>Observation Log Forms due.</p>

Professor reserves the right to make changes to the calendar.

Rubrics

Rubrics will be used to assess major projects.

Various Multimedia Presentations (“New Trend” report; Curriculum Topic LibGuide; Book Trailer)

**(10 points for each
assignment)**

Dimension	Exemplary	Accomplished	Developing	Unacceptable
Organization	Student presents information in logical, interesting sequence which audience can follow throughout the presentation.	Information is presented in a logical, interesting sequence which audience can follow most of the time.	Audience has difficulty following presentation because presentation jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge & Content	Student demonstrates full subject knowledge and content (more than required).	Student demonstrates subject knowledge and content.	Information is missing and lacking subject knowledge.	Student does not have grasp of information about subject.
Interactivity	Activities include student participation with multiple opportunities for participation and presentation of information.	Strongly incorporates participation and ample opportunities for interactivity and presentation of information.	Interactivity is limited, some opportunities for students to interact are present with limited variation of information sources.	Very little incorporation of interactivity and little to no opportunities for students to participate. Little to no variation of information presented.
Overall Design	Student uses text, multiple graphics and transitions that explain and reinforce screen text and presentation.	Student uses text, graphics and transitions that explains and reinforces screen text and presentation.	Student occasionally uses text and graphics that sometimes support text and presentation. Transitions are not clear.	Student uses unnecessary text and graphics (or no graphics), with unclear transitions, which do not support screen text and presentation.
Mechanics/ Grammar, Language Usage, Overall Presentation	Presentation has no misspellings or grammatical errors and final product demonstrates great effort.	Presentation has 1 or 2 misspellings and/or grammatical errors with overall good effort.	Presentation 3-4 misspellings and/or grammatical errors with more effort needed.	Student's presentation has multiple spelling errors (more than 4) and/or grammatical errors with little to no effort displayed.
Bibliography	Bibliography resources are exemplary, including more than the minimum number of sources.	Bibliography resources are exemplary, including the minimum number of sources.	Bibliography resources are satisfactory, including the minimum number of sources.	Biography resources are not satisfactory. The student did not provide the minimum number of resources.

Digital Storytelling Project 20 points

Dimension	Exemplary	Accomplished	Developing	Unacceptable
Content	The digital story is original and grade level appropriate. Story is engaging to students.	The digital story is completed, yet the content is not grade level appropriate. Story displays originality.	The digital story is missing significant elements. Elements were integrated from other sources and lacks originality.	The digital story is not complete or original.
Process	The story is easy to follow and shows significant planning.	The story is complete, yet lacking depth and planning.	The story is difficult to follow.	There is no evidence of a storyline.
Quality	The digital story is engaging, visually attractive and ready to be used in the classroom.	The digital story is engaging, visually attractive, yet it is not complete for classroom use.	The digital story needs more details added.	The digital story does not meet the minimum requirements.
Format & Technology Use	Project is presented with appropriate sound and visual images.	Project is completed, but more editing is needed with sound and visual images.	The project is emerging, but needs more work with sound and visual images.	The project is lacking significant amount of appropriate sound and images.
Mechanics/Grammar and Language Usage	Grammar and usage were correct and contributed to clarity, style and character development.	Grammar and usage were typically correct and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.

Online Participation Rubric (Blogs, etc.)

Criteria	Exemplary	Accomplished	Developing	Unacceptable
Frequency & Delivery	Participates throughout the discussion and delivers responses to instructor and peers by assigned due dates.	Participates throughout most of the discussion and delivers responses to instructor or peers by assigned due dates.	Participates in some of the discussion and does not deliver responses to instructor and or peers by assigned due dates.	Participates in few discussions or no discussions, whereby responses are late or missing.
Content Contribution	Posts factually correct, reflective and substantive contribution; advances discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Repeats but does not add substantive information to the discussion.	Posts information that is off-topic, incorrect, irrelevant to discussion, or does not post at all.
Clarity	Contributes to discussion with clear, concise comments formatted in an easy to read style.	Contributes valuable information to discussion with minor issues related to clarity of posts.	Communicates in friendly, courteous and helpful manner with minor issues related to value of information and clarity of posts.	Posts long, unorganized information, or no content.
Mechanics	Posts are free of grammatical or spelling errors.	Posts contain minor grammar or spelling errors (1-2).	Posts contain some errors in grammar or spelling (3-4).	Posts contain multiple errors in grammar or spelling (more than 4) or may be inappropriate.

LIU Post Academic Conduct Policy

The Academic Conduct Policy of the C.W. Post Campus promotes an academic community characterized by respect, honesty, originality, and fairness. Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of the acts, is a violation of this Policy. Any student found engaging in academic misconduct is subject to disciplinary action.

Information about the Policy and resources to prevent violating it can be found in the Academic Conduct Policies and Standards section of the Web site. All students are required to review the contents of the Website located at:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx>

Students are also required to familiarize themselves with all university policies as outline in the student handbook and the university Website. If you have any questions about the policies, please speak to your professor.

Disability Services

If you are a student with a disability and require accommodations, please contact the Learning Support Center in Post Hall (lower level, East wing) at 299-3057 during the first week of the semester.