PUBH 3005/6003

Fundamentals of Alcohol and Drug Abuse for Teacher Education
Summer 2019

COURSE AND CONTACT INFORMATION

Credits: one credit
Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Moodle course site
Office hours: By appointment. We are happy to meet with students and are here to help you succeed!

INSTRUCTIONAL TEAM

Fundamentals of Alcohol and Drug Abuse for Teacher Education is taught by a team of people, including graduate and undergraduate Teaching Assistants (TAs), a tech administrator, and co-instructors. We work together to provide all students with a positive learning experience.

Contact Type	Contact Information	Role	When to Contact
Graduate Teaching Assistant	Nathalie Contreras pubh6003@umn.edu	Assigns grades and provides individual feedback on each assignment. Connects students to campus, community, and national resources and services.	Questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact!
Graduate Teaching Assistant	Lydia Fess pubh3005@umn.edu	Assigns grades and provides individual feedback on each assignment. Connects students to campus, community, and national resources and services.	Questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact!
Technical Support	Via tech help form or ritech@umn.edu	Troubleshoots technical issues related to the Moodle site or course content.	Issues with the Moodle site, the online learning modules, or quizzes or assignments. But be sure to check the *TECH HUB* first where we have info on frequent questions/issues.

			Note: UMN Tech and Moodle Support are not able to make any changes to our Moodle course site or address issues regarding the online learning modules.
Instructor	Ashley Mitchell, MPH ashleym@umn.edu 612-626-9929 300 West Bank Office Building 1300 S 2nd Street Minneapolis, MN 55454	Facilitates the course. Creates course content.	Questions about the course content, to submit a letter from the Disability Resource Center, to request an extension or approval to submit work late (be sure to look at the *Late Work* policy in this syllabus), or anything else!

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

COMMUNICATION IN ONLINE COURSES

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within one to two business days and instructional staff does not reply to emails outside of business hours.

TIPS FOR CONTACTING US

- Per FERPA laws, use only your official University of Minnesota account for email correspondence with us.
- Include the name of your course and section number in the subject heading. The course team works with and teaches multiple classes on multiple campuses and it may help us get back to you faster.

COURSE DESCRIPTION

The course consists of interactive online lessons on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. The content was written specifically for educators and addresses how substance use-related topics may arise in their work with students. Special emphasis is placed on identifying resources related to incidence and prevalence of substance use and abuse, role of substance use on development, prevention issues and interventions, including an emphasis on high-risk populations. The course was developed to meet the legislative requirement for teacher licensure.

Fundamentals of Alcohol and Drug Abuse for Teacher Education is offered through the Rothenberger Institute (RI). RI provides a suite of wellness-based courses focusing on the knowledge and skills students need to lead healthy, productive, and balanced lives. For more information, visit the Rothenberger Institute website.

ACKNOWLEDGMENTS

The contents of PubH 3005/6003 have been developed with the contributions of numerous instructors. Emily Matson has been involved with the majority of recent content and modifications. Former faculty/instructors, including James Rothenberger, Jerri Kjolhaug, Jolynn Gardner, Mary Hearst, and Dana Farley had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions. We also acknowledge Travis Olives, Ellen Orchard, Erin Blair, Sarah Sevcik, Amy LimBybliw, Laurie Lucachick, Paul Bernhardt, and Xiong Xy for their contributions.

BOARD OF TEACHING STANDARDS

A candidate for teacher licensure shall show verification of completing The Standards of Effective Practice for Teachers according to MR 8710.2000. This course meets standards 11E: understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning and 11L: understand mandatory reporting laws and rules.

COURSE PREREQUISITES

Credit will not be granted if credit has been received for: PubH 6003, PubH 5023, PubH 5003, PubH 3033, PubH 3032, PubH 3005, PubH 3004, PubH 3003, PubH 3002.

Prerequisites: undergrad in agricultural education, career/technical education, early childhood education or elementary education foundations, directrack to teaching, special education, or music education; M.Ed. student.

COURSE GOALS AND OBJECTIVES

The goals of this course are for students to:
1. Know the basic physiological, psychological, developmental, social, and economic effects of various substances for the purpose of making informed decisions.
2. Understand the influence of use and misuse of and dependence on tobacco, alcohol, drugs, and other chemicals on students' life and learning.
3. Describe basic prevention theories, population-specific strategies, and how educators can incorporate these concepts into their teaching.
4. Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Specific lesson objectives are listed on the Moodle course site.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

COURSE WORKLOAD EXPECTATIONS

Fundamentals of Alcohol and Drug Abuse for Teacher Education is a one (1) credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately **45 hours of effort** spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, your time will be spent interacting with online learning modules, reading online articles, and completing assigned coursework via the Moodle course site.

TECHNOLOGY

You will use the following technology tools in this course. Please make yourself familiar with them. You are expected to have basic computing skills, such as using a word processing program, uploading files, opening and sending email, etc.

If you are concerned about your computer readiness to complete this online course, we encourage you to review the U of M Resources and Tips and Training for students, the Tech Hub Website, or contact your instructor. (See also: SPH Student Policies: Technology Readiness)

- **Moodle:** Training is available via OIT Self-Help Guide: Moodle Resources for Students
- **Online Learning Modules:** All learning content in this course is delivered online. Review the Lesson System Tutorial video for an introduction to using this tool.
- **Word processing program**: Visit the RI Tech Hub for a complete list of options & instructions. RI recommends:
  - Microsoft Word, training is available at lynda.umn.edu.
  - Google Docs, training is available via OIT Self-Help Guide or lynda.umn.edu
- **PDF files:** RI Tech Hub has directions on converting a variety of word processing file formats to PDFs.
- **Adobe Acrobat Reader:** For supplemental readings; available as free download from Adobe.
- **Internet Browser**: Google Chrome or Mozilla Firefox recommended. (Internet Explorer not recommended.)

The University has many free, public computer labs on campus with reliable Internet and the technology necessary to complete the course. Additionally, computers with reliable Internet for general use are available at most campus and community libraries.

DUO SECURITY

If you use Duo Security to sign in to University applications, YOU ARE STRONGLY ENCOURAGED to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable (you forgot it, it was stolen, it's broken, the battery is dead, etc.). Learn about back up devices.

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for class assessments not completed on time. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make up work.

Visit the Duo Security website for more information or questions.

LEARNING COMMUNITY

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

When you engage with other students using the discussion forums, you are expected to engage with each other in respectful and thoughtful ways. This can mean:
- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the [Student Conduct Code](#).

COURSE TEXT AND READINGS

The course readings consist of online learning modules, a course textbook, and .pdf articles.

The course textbook is required, but we also believe it is an important resource for your future as an educator. The text is:

> Kuhn, C., Swartzwelder, S., & Wilson, W. (2014). Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy. New York: W.W Norton & Co., Revised (4th) edition. ISBN-10: 0393344517

This book can be found in the University of Minnesota – Twin Cities and Crookston Bookstores, and through [Amazon](#) in both a Kindle and paperback version.

All of the online learning modules and readings can be accessed via the Moodle course site.

ONLINE LEARNING MODULES

We have designed the interactive lessons to meet all three learning styles: visual, auditory, and tactile/kinesthetic. You can control the way in which you access the material. We encourage you to [explore which learning style](#) works best for you and offer the following options:

- Click through the lesson pages while at the computer, stopping to read and/or listen to each page and complete the interactions.
- Download the lesson transcripts using [Adobe Reader](#) and read the text from the computer or print the file to read from hard copy.
- Download the lesson .mp3 and listen to it.
- If you choose to read the transcripts or download the lesson .mp3s, you're still expected to revisit the online lessons to engage with the interactive activities.

Access to the online learning modules will end after the term is over; if you think you would like to refer back to lesson content after the term is over, download the lesson transcripts and/or audio files.

Course materials are available to enrolled students for personal use only. By enrolling in this course, you're agreeing not to share the materials with other students, make them publicly available, or otherwise distribute them, as this is a violation of copyright and not permitted.

TOPIC SENSITIVITY

In higher education, it is common for courses to contain content that exposes students to sensitive content, including trauma, racism, classism, violence, sexual assault, and other content that one might find upsetting, disturbing, or triggering. Students are reminded to share only at the level they are comfortable sharing.

Visit the [Student Mental Health website](#) for information about resources and services that are available to you, and please contact the instructor if you have any questions or concerns that may hinder your full and meaningful participation in the course. Your wellbeing is important to us!

INCLUSIVE LANGUAGE

Our culture, for the most part, uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing sex assigned at birth. However, we recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals

self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments and quizzes are due by 11:55 PM CST throughout the term.**

You may submit work early. However, we cannot guarantee that it will be graded early because priority will be given to work that's already been due. Our goal is to grade assignments within 10 days of their due date.

Due Date	Quiz or Assignment	Standard Assessed	Material Covered	Pts
June 11	Course Orientation Quiz	N/A	Syllabus, How-to Videos, Tech Forum	0
June 11	Small Group Questionnaire	N/A		1
Module 1				
June 13	Module 1 Quiz	11E, 11L	**Module 1 Lesson:** Context of the Course **Module 1 Readings:** MN DHS Mandated Reporter Training; Reporting Child Abuse and Neglect; Family Guide to Child Protection	15
June 18	Introduction Discussion	N/A	Yourself!	4
June 18	Discussion: Mandated Reporting	11E, 11L	Module 1 Lessons Module 1 Readings	10
Module 2				
June 20	Module 2 Quiz	11E, 11L	**Module 2 Lessons:** Spectrum of Use; Drug Classifications **Module 2 Readings (*Buzzed*):** Introduction (p.17-22); Test Your Drug Knowledge (p.27-30); Drug Basics (p.315-326)	15
June 20	Reflection: Test Your Drug Knowledge	11E	**Module 2 Readings:** Test Your Drug Knowledge (p.27-30)	5

June 25	Discussion: Self-Disclosure	11E, 11L	Self-Reflection	10
Module 3				
June 27	Module 3 Quiz	11E, 11L	**Module 3 Lessons:** Development; Substances and Learning; Fetal Alcohol Spectrum Disorders (video lesson) **Module 3 Readings (*Buzzed* textbook):** Alcohol - Children and Adolescents (p.59-62); Marijuana - Effects on Memory and Other Mental Functions (p.185-190); Addiction (p.327-338) **Module 3 Additional Readings:** The Science of Addiction (p.15-20)	15
June 27	Extra Credit Reflection: *Buzzed* Chapter	11E	*Buzzed* Chapter of your choice as described in assignment instructions	5
July 2	Reflection: Values and Beliefs	11E	Self-Reflection	30
Module 4				
July 9	Module 4 Quiz	11E	**Module 4 Lessons:** Introduction to Prevention; Types of Prevention	15
July 9	Discussion: The War on Drugs	11E	"War on Drugs" TEDtalk	10
Module 5				
July 16	Module 5 Quiz	11E	**Lesson 5 Readings:** Prevention Theory; Population-Specific Strategies	15
July 16	Reflection: Risk & Protective Factors	11E	**Lesson 5 Readings:** Prevention Theory; Population-Specific Strategies **Lesson 5 Fact Sheets:** Caring Relationships and Substance Use; Empowerment and Substance Use; Social Competency and Substance Use; Youth Safety and Substance Use	5
Module 6				
July 18	Module 6 Quiz	11E, 11L	**Module 6 Lessons:** When Use Becomes a Problem; When You're Concerned;	15

			Expert Teachers	
July 23	Final Assignment: Role-Play/Policy Analysis	11E, 11L	All course material	40
Finishing the Course: Extra Credit				
July 25	Extra Credit Reflection: Prohibition Documentary	N/A	*Prohibition* Documentary (1 section of your choice)	5
July 25	Extra Credit: Self-Test	N/A	All course material	1

SPH AND UNIVERSITY POLICIES AND RESOURCES

The [School of Public Health website](#) maintains up-to-date information about resources available to students, as well as formal course policies. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available. The course policies outlined in the syllabus and on the SPH website are consistent with University of Minnesota policies and have been developed through previous experience with students. They are meant to help you meet the expectations of the course and to ensure that all students are held to the same, consistent standards and treated fairly.

The University of Minnesota has official policies, including but not limited to the following:
- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

The University offers academic, community, financial, and wellbeing resources to support students. We care about your wellbeing and encourage you to learn more about these valuable [student resources](#), including:
- [Disability accommodations](#)
- [Housing and financial instability resources](#)
- [Technology help and readiness](#)
- [Academic support](#)

Please note that this is not an exhaustive list. We invite you to contact your TA, instructor, or Academic Advisor if you would like help identifying campus resources that are relevant to you.

MENTAL HEALTH AND STRESS MANAGEMENT

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website.

EVALUATION AND GRADING

ASSESSMENTS OVERVIEW

Your performance in this course will be assessed through quizzes, discussions, and assignments; the course schedule is finalized before the start of the term and will not change after the first day. A brief summary of each assessment category is included here. More specific instructions are located in the submission descriptions in the Moodle course site.

It is expected that you do your own work and that you work individually. Academic dishonesty will not be tolerated and will be dealt with according to University policy.

QUIZZES

COURSE ORIENTATION QUIZ (0 POINTS, BUT REQUIRED)

The course orientation quiz is required and is based on information in the syllabus, orientation video, and Tech Hub website (linked in the Moodle course site). This quiz is available in the "Click Here To Get Started" section of the course site. You will not be able to view any of the course materials until you receive 100% on the Orientation Quiz, but you can take the quiz as many times as necessary to receive that score.

SMALL GROUP PREFERENCE QUESTIONNAIRE (1 POINT)

This questionnaire asks you to tell us about your current/future student population. Based on what you tell us, we will assign you to a small discussion group with others who will be teaching the same type of students. This will make discussions easier because you will not have to read all of the postings from the entire class. Failure to complete this questionnaire will lead to a random group assignment.

MODULE QUIZZES (6 X 15 POINTS = 90 POINTS)

There are six required quizzes throughout the term. All quizzes include multiple-choice or true/false questions.

QUIZ TIMES AND SCORES

You are given a short window of time to complete your quiz (approximately two minutes per question), so be sure to carefully review the required content for each quiz before beginning. Complete and submit your quiz before the 11:55 pm CST deadline. If your quiz is in-progress, only answers saved before the **11:55 pm CST** deadline will count. You will be allowed **one attempt** on each quiz.

You will be able to review quiz questions, scores, and correct answers immediately upon submitting a quiz on the course site. We encourage you to review the correct answers for any questions you may have answered incorrectly; this will further your understanding of important course concepts and help guide your studying for future quizzes and assignments. Contact your TA or the instructor if you have any questions.

WRITING ASSIGNMENTS

Substance use by a student, within the home, or in the community has the potential to impact the student's ability to learn. While most of you will not be responsible for teaching a health

class, you do have the opportunity to impact risk and protective factors associated with substance use. Writing will be used in this course to help prepare you for the various ways in which substances may come up in your teaching career:

DISCUSSIONS ([1 X 4 POINTS] + [3 X 10 POINTS] = 34 POINTS)
You'll be placed in small discussion groups with other educators of the same current or future student population (i.e. early childhood, middle school, adult basic education, etc.) to work through substance-related scenarios that might arise in your classroom, such as mandated reporting, self-disclosure, and the impact of drug laws.

ACTIVITY AND REFLECTION ASSIGNMENTS ([2 X 5 POINTS] + [1 X 30 POINTS] = 40 POINTS)
There are three required reflection assignments. You'll clarify and reflect on your own substance-related values and knowledge, how they were formed, and how they could affect your approach to these topics in your educational setting.

FINAL REFLECTION (40 POINTS)
As an educator, you're responsible for communicating with students, their families, staff, and administrators. Your final assignment options give you an opportunity to practice using a communication method that you find most relevant and practical to your future career – either writing a memo advocating for effective and developmentally-appropriate substance use policies at a school where you want to teach, or creating a substance-related situation with a student or parent/guardian and role-playing a challenging conversation using the communication strategies from the course.

GRADING SCALE
The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
92 - 100%	A	4.000
90 - 91%	A-	3.667
88 - 89%	B+	3.333
82 - 87%	B	3.000
80 - 81%	B-	2.667
78 - 79%	C+	2.333
72 - 77%	C	2.000
70 - 71%	C-	1.667
68 - 69%	D+	1.333
60 - 67%	D	1.000
< 59%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.

- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

GRADE CALCULATION

There are 205 total points possible in this class. You can calculate your course grade throughout the term:

1. Go to the "Grades" link located within the "Navigation" block in Moodle.
2. Add the points earned on the work that's been graded. Include any points earned through extra credit. **Reminder**: **The Orientation Quiz is required, but points do not count toward the course total.**
3. Divide that number by the total number of points that were possible on the work that's been graded. *Do not include extra credit in the total points possible, or work that's been submitted but not yet graded.*

EVALUATION AND GRADING POLICIES

As noted in the [SPH and University Policies and Resources section](#) of the syllabus, there is essential information for students on the SPH Student Policy website, including a [Grading Policies](#) section with information on grade option changes, course evaluations, withdrawals, and more.

SAVING AND SUBMITTING COURSEWORK

Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.

Moodle will only accept assignments in a PDF file format. Directions on how to convert a variety of word processing file formats to PDFs can be found in the [Tech Hub](#) website.

In addition, we strongly encourage you to save an electronic copy of each of your assignments to your Google Drive and/or email the file(s) to yourself. This is especially important if you are using a public computer, but is also recommended even if you have another copy saved on your personal computer.

TECHNICAL ISSUES WITH COURSE MATERIALS

You are expected to submit all coursework on time and **it is your responsibility to ensure that your work is submitted properly before the deadline**.
- Open your PDF file prior to uploading it to Moodle to ensure that all of your answers are visible.
- Double-check your quiz and assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page:
  - Assignments successfully submitted will be attached on this page.
  - Quiz scores should appear if your quiz was successfully submitted.

Moodle Support recommends that you complete quizzes using a wired, high-speed Internet connection (not a wireless connection) to limit potential issues with Internet connectivity that could result in quizzes not submitting properly. All computer labs have a wired Internet connection (see [Computer Labs locations and hours](#).) Note: Moodle support recommends that you do not use a tablet or mobile phone device to complete online quizzes.

While we understand that technical problems could still occur, it is your responsibility to take all the steps possible to limit potential issues that may interrupt the submission of your quiz answers; the course team reserves the right to take into consideration the steps taken to decrease potential issues and report them in a timely manner when making final determinations on quizzes that do not submit properly.

If you experience technical difficulties while navigating through the course site or attempting to submit coursework:
1. Search for a solution in the RI Tech Hub website (also linked in the Moodle course site).
2. If you cannot find a solution, submit a Tech Help Form (in the RI Tech Hub Website) **within 30 minutes** of the problem's occurrence.
    a. Provide as much information as possible, so the tech team can best help you as soon as possible.
    b. You can expect a response within one to two business days to help resolve the problem.
3. If you cannot access this course in Moodle, contact Moodle@umn.edu for help.

Note: UMN Tech Help or Moodle Support Teams **cannot** assist you with questions, problems, or access issues regarding the online learning modules or make changes to our Moodle course site. Please submit a Tech Help Form for help.

CHECKING ASSIGNMENT SCORES AND FEEDBACK
It is our goal to complete the grading of assignments within ten days of their deadline. In addition to grading your work, the course teams provides feedback relevant to your knowledge and ideas. Read the feedback attached to your assignment to enhance your learning experience. You can check your assignment score and feedback by clicking the assignment title then scrolling to the bottom of the page.

If you have general questions about your grade, email your TA. If you would like an assignment, quiz score, or final grade to be reconsidered by the instructional team, email your instructor *within two weeks of the assignment or quiz deadline or within 48 hours of final grades being submitted (whichever comes first)* with a detailed justification as to why you believe the grade should be reconsidered.

LATE ASSIGNMENTS
If you have other priorities when a quiz or assignment is due, plan ahead and submit the work early. Late work will be accepted within a 24-hour window past its deadline for up to half credit. The only potential exception to this policy is for a legitimate reason, as defined below. Also note, extra credit opportunities are posted on the course site if you wish to make up lost points, but extra credit will not be accepted for any credit past posted deadlines.

MAKEUP WORK FOR LEGITIMATE REASONS
If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 48 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:
- illness, physical or mental, of the student or a student's dependent;
- medical conditions related to pregnancy;
- participation in intercollegiate athletic events;
- subpoenas;
- jury duty;

- military service;
- bereavement, including travel related to bereavement;
- religious observances;
- participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and
- activities sponsored by the University if identified by the senior academic officer for the campus or the officer's designee as the basis for excused absences.

Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructional team on a case-by-case basis; they will always be considered but not always granted. For complete information, view the policy on Makeup Work for Legitimate Absences.

OPTIONAL EXTRA CREDIT (UP TO 11 POINTS)
You may earn a maximum of 11 points of extra credit throughout the term. Extra credit opportunities may take several forms (e.g., optional/bonus work on required assignments, experiential activities, campus or community events related to course topics, current events articles, etc.). Check the Moodle Course Site to see extra-credit opportunities as well as the news and announcements forum for additional extra credit opportunities that may become available throughout the term.

SCHOLASTIC DISHONESTY, PLAGIARISM, CHEATING, ETC
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing (including self-plagiarism or using work from a previous term or course); cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see the official policy.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty.

If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Indiana University offers a clear description of plagiarism and an online quiz to check your understanding.

We take scholastic dishonesty seriously in this course. As future educators, you are expected to do your own academic work and know how to properly cite your sources. **We require written work to follow APA formatting and style guidelines.** If you are unfamiliar with this style of formatting and citation, we suggest obtaining a copy of the APA Publication Manual. Additional tips on APA style can be found on the Purdue Online Writing Lab website.

RETAKING THE COURSE

If you are retaking this course, we expect you to review the feedback provided on the assignments submitted during the semester you previously took the course and revise before re-submitting. If you no longer have the feedback from that term, ask your instructor to provide you with a copy. Please note, the course team revises assignments each semester, so you'll need to use the templates and instructions on the course site for this term. Note, if you submit an old assignment without revision or use an old assignment worksheet, you will not be eligible to earn points on that assignment.

INCOMPLETE CONTRACTS

Please review the [SPH Student Policies](#) page for Incomplete Contract information. A grade of incomplete, "I," can be assigned by the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be written by the instructor and signed by both the instructor and the student before the last day of the term. Note: Incompletes are always assigned at the discretion of the instructor and we will not grant an "I" grade unless a substantial portion of the coursework has already been completed satisfactorily.