



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

**Assessment and Evaluation in Education
EDUC 540
SPRING 2019**

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Division Website: <http://www.concord.edu/education/>

Course Title: **Assessment and Evaluation in Education**

Course CRN 20540

Course Section 1AS

Credit Hours 3 credit hours

Semester Taught: Spring 2019

- Course Management System:** Blackboard (<https://elearn.concord.edu>)
- Hardware/Software needed:** Computer with Webcam, Microsoft Word
- Prerequisites:** None
- Text Requirement:** Airasian, P.W. (2012). Classroom Assessment: Concepts and Application. McGraw-Hill, 7th edition, ISBN 9780078110214
- Other requirements:** Internet access is required for the Blackboard component of the course.
- Live Text
An active LiveText account is a required resource for this course for assignments and/or programmatic data. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.
- You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so **you only need to purchase the account one time**. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

Course Description/Rationale: Application of measurement principles in the assessment of learning in educational environments. Topics include: formative, summative and diagnostic testing, instructional objectives and classroom tests, judging complex performance, social and political issues relative to evaluation instruments, accommodating individual differences and diverse populations in assessment practices, effective use of authentic assessments, designing and implementing functional assessment systems, and adapting assessment practices to facilitate 21st Century learning.

Concord University Graduate Educational Goals: The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principals in a student's respective program of study.

This course addresses all three education goals. Each course objective is aligned with CU educational goals in the "Course Alignment" section of the syllabus.

Course Goals: The goals of this course are consistent with the mission statement of Concord University: The mission of Concord University is to provide a quality, liberal arts based education, to foster scholarly activities, and to serve the regional community. The purpose of this course is to provide learning activities for participants to develop competencies necessary to identify, develop, implement, and evaluate teaching, learning and curriculum success strategies. The ultimate goal will be to maximize faculty teaching effectiveness and student learning potential.

National Standards:

ELCC Educational Leadership Program Standards:

1.1 Develop a Vision

Candidates base the development of the school's vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and their needs, schools as interactive social and cultural systems, and social and organizational change as it relates to the creation of a shared vision of learning.

1.2 Articulate a Vision

Candidates can explain how data-based research strategies and strategic planning processes that focus on student learning inform the development of the school's vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

1.3 Implement a Vision

Candidates develop plans and processes for implementing the school's vision {e.g., articulating the vision and related goals (EDEL 500), encouraging challenging standards (EDUC 540), facilitating collegiality and teamwork (EDEL 570, EDEL 500), structuring significant work (EDEL 570), ensuring appropriate use of student assessments (EDUC

540), providing autonomy (EDEL 570, EDEL 500), supporting innovation (EDUC 515), delegating responsibility , developing leadership in others (EDEL 570), and securing needed resources (EDEL 570, EDUC 515).

2.2 Provide Effective Instructional Program

Candidates engage in activities that apply principles of effective instruction based on sound research, best practice, data-based decision making and other resources to improve instructional practices and curricular materials.

Candidates make recommendations regarding the design, implementation, and evaluation of curriculum by developing a school profile that fully accommodates the diverse needs of individual learners.

Candidates monitor instructional practices and provide school personnel guidance for improvement.

2.3 Apply Best Practice to Student Learning

Candidates assist school personnel in understanding and applying best practices for student learning.

Candidates apply human development theories, proven learning and motivational theories, and concern for diversity to the learning process.

Candidates use appropriate research to profile student performance in the school, analyzing possible differences among subgroups of students along possible differences among subgroups of students (along relevant characteristics such as race, socioeconomic status, and gender), and develop strategies for improved student achievement and heighten professional competence of school personnel.

3.1 Manage the Organization

Candidates optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data-based decision making that focuses on indicators of equity, effectiveness, and efficiency.

3.3 Manage Resources

Candidates apply and assess current technologies for school management, business procedures, and scheduling.

5.1 Acts Fairly

Candidates demonstrate the ability to combine impartiality, sensitivity to diversity of student needs and circumstances, and ethical considerations in their interactions with others.

5.2 Acts with Integrity

Candidates demonstrate a respect for confidentiality, for the rights of others, and for honest interactions.

6.2 Respond to the Larger Context

Candidates develop a plan for communicating with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

International Reading Association Standards (IRA)

- 3.1** Candidates use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom strategies, including technology-based assessment tools.
- 3.2** Candidates understand how to place students along a developmental continuum and identify students' proficiencies and difficulties.
- 3.3** Candidates understand how to use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.
- 3.4** Candidates can communicate results of assessments to specific individuals.

National Educational Technology Standards for Teachers (2019)

<http://www.iste.org/standards/for-educators>

<u>Standard</u>	<u>Functional Level</u>
1.0 Learner	A-C
2.0 Leader	A-C
3.0 Citizen	A-D
4.0 Collaborator	A-D
5.0 Designer	A-C
6.0 Facilitator	A-D
7.0 Analyst	A-C

National Board of Professional Teaching Standards: Five Competencies (2009)

http://www.nbpts.org/the_standards/the_five_core_proposition

<u>Standard</u>	<u>Functional Level</u>
1.0 Teachers are Committed to Students and to Their Learning	1-6
2.0 Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students	1-3
3.0 Teachers are Responsible for Managing and Monitoring Student Learning:	1-4
4.0 Teachers Think Systematically about Their Practice and Learn from Experience:	1-3
5.0 Teachers are Members of Learning Communities:	1-5

West Virginia's 21st. Century Professional Teaching Standards are found at the following website.

<http://wvde.state.wv.us/certification/educatorprep/standards.php>

INTASC Standards are found at the following website:

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

CAEP Standards are found at the following website:

<http://caepnet.org/standards/standards-advanced-programs>

Learning Outcomes:

Upon completion of this course, students will:

1. Understand the basis precepts and techniques of classroom assessment.
2. Understand the development of effective classroom assessments in diverse classrooms.
3. Understand the development of effective classroom assessments relative to desired learning outcomes.
4. Understand the current concerns and issues surrounding classroom assessment.
5. Understand the changes in assessment required to facilitate 21st Century learning.

Course Objectives: Based upon online discussions, instructional activities and lecture materials, successful completion of learning activities, and the use of course curriculum materials, the students will be able to:

1. Explain how testing, measurement and evaluation are used in the teaching-learning process.
2. Identify and describe principles of measurement related to norm-referenced, criterion-referenced, summative, formative and diagnostic evaluations.

3. Identify factors that may contribute to inequities in assessment, such as differences related to gender, race, ethnicity, language, and social class.
4. Describe the elements of instructional objectives and write objectives appropriate for the three domains of learning using various testing formats (i.e. multiple choice, essay, and true/false).
5. Identify and describe principles of classroom testing including the use of tables of specifications, and apply these principles in the construction of classroom tests.
6. Evaluate the quality of tests in terms of reliability, validity, item difficulty and discrimination.
7. Describe, compute and interpret measures of central tendency, variability and relationship.
8. Identify and describe systems for determining and reporting learner progress.
9. Describe the administration and use of standardized tests and evaluate the quality and unity of such instruments.
10. Discuss the significance and use of tiered assessments.
11. Describe and evaluate various methods of authentic/alternative assessment.
12. Discuss the advantages and disadvantages of authentic/alternative assessments
13. Discuss how assessment practices must change to accommodate instruction of 21st Century learning standards.
14. Explain the impact of using test scores for such purposes as teacher accountability, placement decisions, curriculum development and social evaluation.
15. Research educational practices of other countries, including assessment, and discuss advantages and disadvantages relate to the American classroom.
16. Utilize Support for Personalized Learning (SPL) as a framework in designing an assessment system that accurately reflects students' performance.

Alignment with Mission of Education Preparation Program (EPP)

The mission of the Concord University Education Preparation Program (EPP) is to prepare teacher candidates for the 21st Century classroom.

The EPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

21st Century Learning Skills (<http://wvde.state.wv.us/teach21/>)

Students will become familiar with the 21st Century learning skills and discuss how these skills can be incorporated into instruction. The skills include:

- ICS (information and communication skills)
- TRIS (thinking, reasoning, and innovation skills)
- PWPPS (personal and workplace productivity skills)

Course Requirements:

The course emphasizes active and interactive learning. Participation involves completion of all assigned reading and independent learning activities, and active engagement in class discussion via BlackBoard.

Because this class is exclusively online, it is imperative that students **access Blackboard on a continuous basis.**

Course due dates and specific details of assignments, discussion boards, and assessments are provided in Blackboard.

Blackboard Overview:

When you enter the course, the “Welcome and Start Here” page will appear. Please read this information carefully. Pay close attention to the course calendar and the syllabus.

The **instructional content** can be accessed through the “Module” links on the left side of the page. There are seven instructional modules. Each module contains an overview of the module, a list of related assignments, and instructional materials.

Students are required to read and study textbook and other assigned readings, and to take an active part in the class by sharing knowledge, insights, and experiences about issues concerned with education, curriculum, instruction, and schools via the BlackBoard discussion board. Student submissions and discussion should present work that displays significant knowledge and understanding of the topic and evidence of reflection.

Text documents that are uploaded must be created using **Microsoft Word**. **Do not submit more than one file for a specific assignment.**

Learning Modules

The content of the course is organized into seven learning modules. Each module contains an overview of the module, a list of related assignments, and instructional materials. The **instructional content** can be accessed through the “Module” links on the left side of the page.

Online Quizzes:

Quizzes can only be taken using the LockDown browser. Instructions for installation of the LockDown browser are located on the Blackboard “Information” page. After installing the browser complete Quiz #1, LockDown Browser Quiz, to determine proper functioning (no points are assigned to Quiz #1).

Blackboard will automatically deny access to an online quiz at the prescribed deadline (date and time). Unless all test responses have been saved and the entire test successfully submitted by the deadline, the student will receive a grade of **zero (0)** for that assessment. Quizzes are located in the “Assessment” folder in the BlackBoard course. The quiz dates and chapters included on the quiz can be found in this folder.

Discussions:

Discussions can be accessed using the “Discussions” link of the BlackBoard course.

For each Discussion Board topic, students will post their reply, and then respond to the replies of two other students.

Post discussions and replies directly on the discussion board. DO NOT attach files.

Certain discussion boards are **research-related** and are designated as such. These specified discussion boards require that the discussion be based upon research. The discussion should be composed and saved as a Word document. The discussion can then be copied/pasted onto the DB and the file can be uploaded to turnitin.

Research-related DBs must be uploaded to “Turnitin”. Instructions for creating an account in “TurnItIn” can be accessed at:

http://www.turnitin.com/resources/documentation/turnitin/training/tii_student_qs.pdf

Accounts created previously may be used with this course. There are also instructions for using Turnitin on the course information page of Blackboard, along with the list of assignments that are to be uploaded.

Compose the discussion for research-related DBs in Word and upload to turnitin. Copy and paste onto DB. **Do not attach the file to the DB.**

No credit will be given for a submission until it has been uploaded to turnitin.

Final Project/Exam

The final exam is project-based. Instructions for the final exam will be posted later in the semester in the assignment folder.

The **directions** for completing the assignment, along with the **scoring rubric** are available. To upload an assignment, click on the assignment title, and then the “Browse My Computer” tab. The scoring rubric can be accessed by selecting the “view rubric” tab.

The submission must also be uploaded to “Turnitin”. Instructions for creating an account in “TurnItIn” can be accessed at:

http://www.turnitin.com/resources/documentation/turnitin/training/tii_student_qs.pdf

Accounts created previously may be used with this course. There are also instructions for using Turnitin on the course information page of Blackboard, along with the list of assignments that are to be uploaded..

No credit will be given for a submission until it has been uploaded to turnitin.

Technical Problems:

- If there are technical problems accessing Blackboard, utilizing resources related to Blackboard, or submitting assignments through Blackboard, follow these steps (in order):
 1. Email the professor immediately at reynoldsa@concord.edu (the date and time of email will be recorded) and explain the situation. Attach the assignment to the email (if applicable).
 2. If email is not possible, call the professor’s office at (304) 384-5292 immediately (the date and time of call will be recorded) and leave a voicemail message explaining the situation. Leave a call back number. Bring a hard copy (printed

- paper copy) of the assignment (if applicable) to campus within five calendar (5) days of the deadline and submit in the box on the professor's office door or to an associate in Education Office (room A-101).
3. Call the Technology Help Desk: **304-384-5291**.
 4. If the professor is not notified of a problem as described above, the late policy applies.
 5. A personal computer crash, loss of personal Internet connection, loss of data saved on a disk or drive, or failure of a file to print will NOT be accepted as an excuse for late or unsubmitted work. The late policy will apply in these cases.
 6. It is strongly recommended to complete online quizzes and submit assignments in advance to detect and avoid technology issues.

Course Alignment:

The mission of the Concord University Education Preparation Program (EPP) is to prepare teacher candidates for the 21st Century classroom.

The following table aligns course requirements with the CAEP Standards, National Standards (National Board of Professional Teaching Standards (NBPTS)), West Virginia Professional Teaching Standards (WVPTS)), INTASC Standards, Praxis II (PLT) Standards, National Education Technology Standards (NETS-T) and with the Concord University Graduate Educational Goals (skills=**S**; knowledge =**K**, and attitude=**A**).

Course Objectives: Upon satisfactory completion of this course, the student will: S=skill K=knowledge A=attitude	CAEP Standards (2013)	National Board of Professional Teaching Standards (NBPTS, 2016)	West Virginia Professional Teaching Standards (2009)	INTASC	Praxis II (PLT)	National Educational Technology Standards (ISTE-NETS-E, 2019)	Assessment
Explain how testing, measurement and evaluation are used in the teaching-learning process. (K)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	1 2 3	1B,E 2C 3A-F 4A-D 5D	1,2,3,4,5, 6,7,8,9,1 0	IIC1-6	1a-d	Assessment Impact, Assessment System Assessment Philosophy
Identify and describe principles of measurement related to norm-referenced, criterion-referenced, summative, formative and diagnostic evaluations. (K)	1.1-1.5 2.3 4.1-4.2	3	3E	8	IIC1-6		Quiz #3
Identify factors that may contribute to inequities in assessment, such as differences related to gender, race, ethnicity, language, and social class. (S,K)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	1 2 3	1E 2C 3A-F 4A-C	1,3,4,5,6, 7,8,9	IA1-2; IB1,2,4,6; IIC1-6; IIIB; IVB2		Inequities in Assessment (DB Assessment System, Assessment Philosophy
Describe elements of instructional objectives and write objectives appropriate for the three domains of learning using various testing formats (i.e. multiple choice, essay, and true/false). (S,K)	1.1-1.5 2.3 4.1-4.2	3	1E 2C 3A-F	1,3,4,5,6, 7,8	IB1,2,4,6; 1C1-4; IIC1-6		Quiz #1, Quiz #2
Identify and Describe principles of classroom testing including the use of tables of specification, and apply these principles to the construction of classroom tests. . (S,K)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	3	1E 2C 3A-F 4A-C	1,3,4,5,6, 8,9	IIC1-6		Quiz #2 Assessment System
Evaluate the quality of tests in terms of reliability, validity, item difficulty and discrimination. (S,K)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	1 3	1E 2C 3A-F 4A-C	1,3,4,5,6, 8,9	IIC1-6		Inequities in Assessment (DB Evaluation (DB), Assessment Philosophy
Describe, compute and interpret measures of central tendency, variability and relationship. (S,K)	1.1-1.5 2.3 4.1-4.2	3	3E	8	IIC1-6		Quiz #3

Identify and describe systems for determining and reporting learner progress. (S,K)	1.1-1.5 2.3 4.1-4.2	1 2 3	3A-F	1,3,4,5,6, 8	IC1-4; IIC1-6; IIIB; IVB2	2a-b; 3a-d	Quiz #1, Assessment Impact PBLs and Options Assessment System Assessment Philosophy
Describe the administration and use of standardized tests and evaluate the quality and unity of such instruments. (S,K)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	3	2C 3A-F 4A-C	1,3,4,5,6, 8,9	IA1-2; IB1,2,4,6; IIC1-6	3d; 4d	Assessment System Assessment Philosophy Assessment Impact PBLs and Options
Discuss the significance and use of tiered assessments. (S,K)	1.1-1.5 2.3 4.1-4.2		3A-F	1,3,4,5,6, 7,8	IA1-2; IB1,2,4,6; IC1-4; IIC1-6; IIIB	2a-d; 5c; 7a-b	Assessment System PBLs and Options Assessment Philosophy
Describe and evaluate various methods of authentic/alternative assessment. (S,K)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	3 4	3A-F 4A-C	1,3,4,5,6, 7,8,9	IA1-2; IB1,2,4,6; IC1-4; IIC1-6; IIIB; IVA1-3	2a-d; 4a-d; 5c; 7a-c	PBLs and Options Assessment Systems Assessment Philosophy Authentic Assessment (DB)
Discuss the advantages and disadvantages of authentic/alternative assessments. (S,K)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	3 4	3A-F 4A-C	1,3,4,5,6, 7,8,9	IA1-2; IB1,2,4,6; IC1-4; IIC1-6; IIIB	2a-d; 5c; 6b; 7a-c	PBLs and Options Assessment Systems Assessment Philosophy Authentic Assessment (DB)
Discuss how assessment practices must change to accommodate instruction of 21 st Century learning standards. (S,K,A)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	3 4	1E 2C 3A-F 4A-C 5A-D	1,3,4,5,6, 7,8,9,10	IIC1-6	5a-d; 3d; 4d	Assessment Philosophy
Explain the impact of using test scores for such purposes as teacher accountability, placement decisions, curriculum development and social evaluation. (S,K,A)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	3 5	3A-F 4A-C 5A-D	1,3,4,5,6, 7,8,9,10	IA1-2; IB1,2,4,6; IIC1-6 IIIB; IVA1-3	5a-d; 3d; 4d; 7b-c	Quiz #4
Research educational practices of other countries, including assessment, and discuss advantages and disadvantages relate to the American classroom. (S,K,A)	1.1-1.5 2.1-2.3 3.3 4.1-4.2	3 4	3A-F 4A-C	1,3,4,5,6, 7,8,9	IC1-4; IIC1-6; IIIB; IVB2	2a-d; 4a-d; 5c; 7a-c	International Research (DB)
Utilize Support for Personalized Learning (SPL) as a framework in designing an assessment system that accurately reflects students' performance. (S,K,A)	1.1-1.5 2.3 4.1-4.2	3 4	3A-F	1,3,4,5,6, 7,8	IA1-2; IB1,2,4,6; IC1-4; IIC1-6; IIIB; IVA1-3	2a-d; 5c; 6a- d; 7a-c	Inequities in Assessment (DI) Authentic Assessment (DB) PBLs and Options Assessment Systems Assessment Philosophy

Grading Policy and Scale, Make-Up Policy, Late Work

Grading Policy and Scale

The course grade is calculated on a point basis:

$$(\text{Points awarded} / \text{total possible points}) \times 100$$

Grading Scale:

A	100 – 93 points
B	92 – 85 points
C	84 – 77 points
D	76 – 70 points
F	69 – 0 points

Because EDUC 540 is a graduate course, it is more time-intensive and labor-intensive than an undergraduate course. Grading for a graduate course is held to a higher standard than for an undergraduate course. Critical thinking, critical analysis, application, and written communication skills are paramount to successful course completion.

Make-Up Policy

If there is an extenuating circumstance students will be allowed to complete work within a specified time period without penalty. This determination will be made by the course professor on an individual basis. Any such request must be made prior to the due date of the assignment. Documentation to support the request will be required.

Late Submission Policy

- **Final Project/Exam: Because this is the final evaluation no late submissions will be accepted.**
Submission must also be uploaded to “Turnitin”. Instructions for creating an account in “TurnItIn” can be accessed at:
http://www.turnitin.com/resources/documentation/turnitin/training/tii_student_qs.pdf
Accounts created previously may be used with this course. No points are awarded for this submission if not been uploaded to turnitin.

- **Discussions:** Late submissions will **not** be accepted for Discussion Board assignments due to the interactive nature of the discussion.
- **Quizzes:** If you do not take a quiz for any reason at the specified time, you may take the quiz **within two days**, at a grade reduction of six points per day. The professor must be notified immediately and will reset the quiz at a time that she determines appropriate.

Course Timeline:

Content Outline

Introductory Materials

Breadth of classroom assessment (Chapter 1)

Learning about students: early assessment (Chapter 2)

Lesson planning and assessment objectives (Chapter 3)

Assessment during instruction (Chapter 4)

Summative assessments (Chapter 5)

Creating and improving achievement tests (Chapters 6 & 7)

Performance assessments (Chapter 8)

Grading (Chapter 9)

Commercial standardized achievement tests (Chapter 10)

Computer-based technology and classroom Assessment (Chapter 11)

Assessments Systems

21st Century Assessment

Tiered Assessments

Course Calendar

Spring 2019		
Assignment	Points	Due 9:00 PM
Introduce Yourself via the Discussion Board	20	January 17
Learning Module 1 Module 1 Discussion Board: Assessment Impact (Please note that this discussion is research-based and should be extensive in depth and breadth). Quiz #1 (LockDown Browser Quiz)	55	January 20
Learning Module 2 Module 2 Discussion Board Quiz #2 (opens on February 1 @ 6 am)	20 30	February 3
Learning Module 3 Module 3 Discussion Board: PBLs and Assessment Options (Please note that this discussion is research-based and should be extensive in depth and breadth).	55	February 17
Learning Module 4 Module 4 Discussion Board Quiz #3 (opens March 1 @ 6 am)	20 30	March 3
Learning Module 5 Module 5 Discussion Board: Assessment Systems (Please note that this discussion is research-based and should be extensive in depth and breadth).	55	March 17
Learning Module 6 Module 6 Discussion Board Quiz #4 (opens March 29 @ 6 am)	20 30	March 31
Learning Module 7 Module 7 Discussion Board: International Research (Please note that this discussion is research-based and should be extensive in depth and breadth.)	55	April 14
Final Project Instructions will be available in the “Assignments” folder on April 15.	80	May 2
Total	470	

All assignments are due on or before the **9:00 PM** deadlines listed above. **Assignments submitted after the above deadlines will be penalized and may receive no credit.** Please refer to the Late Submission Policy in the Course Syllabus

Quizzes open at 6 am on Friday prior to the due date and close at 9:00 pm on the due date.

Research-based Discussion Boards involve a research component and a more in-depth discussion. Upload to turnitin as a Word document and copy/paste onto Discussion Board. Do NOT attach file to DB.

Accessibility/Accommodations

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance/online participation is part of a student's academic obligation at Concord. Irregular attendance/participation may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous:

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