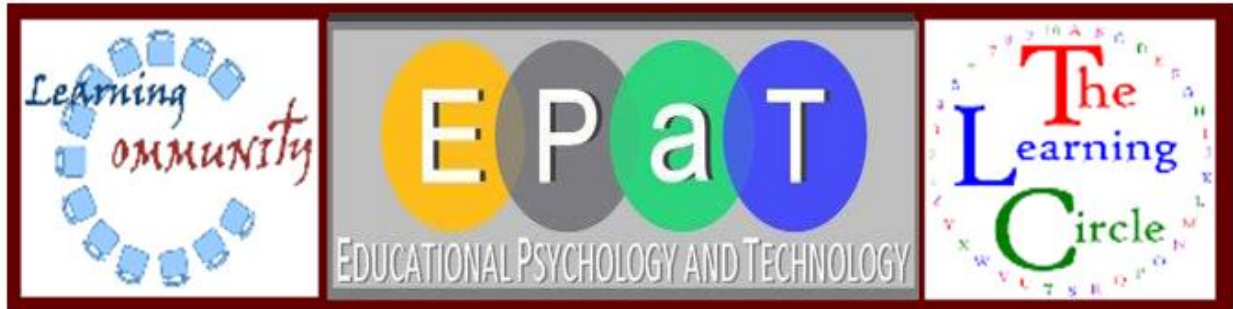




The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).



Spring 2019

Instructor Information

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Tuesday, 10:00 AM-12:30 PM
Wednesday, 9:30-11:30 AM
Thursday, 10:00-10:30 AM
Friday, By Appointment

Instructor Information

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Wednesday, 8:30-10:30 AM
Thursday, 8:30-9:30 AM
Friday, By Appointment

Course Title	EPaT Educational Psychology and Technology
Course CRN #	EDUC 301 20558, 20556, 20557 EDUC 305 20563, 20560, 20561
Section	1V, 2V 1V, 2V
Credit Hours	3+3=6
Semester Taught	Spring 2019
Room Number	Athens Rahall 135 Beckley HEC W18
Course Time	MWF 8:00 AM, 9:00 AM, 10:00 AM MWF 10:00 AM, 11:00 AM, 12:00 PM
Course Management System	Blackboard Course http://learn.concord.edu
Hardware/Software Needed	Computer with Internet Access
Prerequisites	EDUC 210, Active LiveText Account
Text Requirements	Woolfolk, A. (2013). <u>Educational Psychology</u> (12 th ed.) Boston: Allyn and Bacon. (ISBN 978-0-13-261316-3).

Course Description

EPaT is an integrated course offering that combines three education classes: The Psychology of Teaching and Learning (EDUC 305) and Educational Technology (EDUC 301). **A twenty-five hour field placement must be completed as part of this course.**

EDUC 301 provides teacher candidates with the theory, knowledge and application of technology to teaching, learning and the curriculum. The course is based on the ISTE standards and the 21st Century Learning Skills. A grade of C or better is required.

EDUC 305 is the study of various educational theories, principles, and their implications for teaching and learning. Emphasis is placed on the linkage of educational theory with educational.

Course Rational

The course addresses the West Virginia Department of Education educational standards for pre-professional teachers and provides skills for the pre-service teacher that will aid in the process of becoming “21st Century Professionals.”

EPP Mission Statement

The mission of the EPP is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. 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.

Concord University Educational Goals

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community. The General Studies Program provides opportunities to begin developing skills needed to address complex issues, to build a foundational knowledge base for lifelong learning, and to cultivate attitudes that promote personal and societal well-being and experiential enrichment. Building on the General Studies program, the baccalaureate degree programs provide opportunities for in-depth study in a student's chosen field(s). Building on selected baccalaureate degree programs, the master's degree programs provide opportunities for highly specialized research and professional development.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
 - listening and speaking
 - reading and writing
 - numeracy
 - graphic communication
 - non-verbal communication
 - media and technology literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem-solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.

1. An awareness of the fundamental characteristics and properties of the physical universe.
2. An ability to interpret events and trends within historical contexts.
3. Acquaintance with principles underlying languages, for example, linguistic, mathematical, and computer-language systems.
4. A recognition of the complex interactions between organisms, including human beings, and their environments.

5. An awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and the creation of works of art and literature.
6. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership, including leadership by example, and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Appreciation for the creative process and for the rich diversity of artistic achievement.
6. Commitment to social responsibility, including community service and civic engagement.
7. Motivation to pursue lifelong learning and ongoing intellectual growth.

National Standards

The Interstate Teacher Assessment and Support Consortium (InTASC)

The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

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

Praxis II Principles of Teaching and Learning

Effective teachers model and apply the Praxis Principles as they design, implement and assess learning experiences. These standards are listed and delineated at the Praxis website.

http://www.ets.org/Media/Tests/PRAxis/taag/0522/topics_1.htm

ISTE's National Education Technology Standards

The NETS are listed and delineated at the International Society for Technology Education website.

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf

Learning Outcomes

This course will provide students with a basic understanding of various models of teaching and learning and the important components of each. Students will be encouraged to apply salient strategies/techniques from each model to classroom practice to improve student learning. Students will also examine techniques for assessing and evaluating teaching performance as well as the curriculum and instructional program within the school.

Course Objective and Competencies

EPAT addresses the West Virginia 21st. Century Professional Teaching Standards, the Praxis Principles of Learning and Teaching Standards and the ISTE's National Educational Technology Standards as they relate to teaching and learning through readings, discussions, demonstrations, exploratory learning, questioning, small group and independent learning activities, and reciprocal teaching. The course objectives contribute to the development of a cumulative "teacher work sample" completed during student teaching. The following table links the course objectives to the standards addressed above. The content of this course addresses CAEP Standard 1, Content and Pedagogical Knowledge, and the five indicators described under Standard 1.

West Virginia 21st. Century Professional Teaching Standards

21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools are found at the following West Virginia Department of Education website.

<http://wvde.state.wv.us/policies/>

The Interstate Teacher Assessment and Support Consortium (INTASC)

The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

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ISTE' National Education Technology Standards for Educators, 2019

The ISTE Standards for Educators are listed and delineated at the International Society for Technology Education website. <https://www.iste.org/standards/for-educators>

EDUC 301 Course Objectives

Upon satisfactory completion of this course, the student will:	Education al Goals of Concord University	West Virginia's 21 st . Century Professional Teaching Standards	I N T A S C	PRAXIS II Principles of Learning and Teaching	ISTE's National Educational Technology Standards NETS-T	EPP Mission Statement	Evidence
1. Examine and review various types of distance learning including online courses (different learning management systems) and the interactive classroom.	Knowledge	1A, 2C, 2F, 3A, 3B, 3C, 5E	1, 5, 6, 10	IB1, IB4, IC3, IC4, IIA4, IIIA	1a, 3a	Competent, Intentional	Interactive Classroom Review and Discussion Forum Posts and Essay Submission (Module 10)
2. Prepare documents (using word processing application) for educational and instructional purposes.	Skills	2C, 2D, 2F, 3A, 5G	1, 5, 6	IIB1, IVA1	1b, 1d	Competent	Newsletter Creation using MS Word (Module 4)
3. Develop a presentation (using presentation application) for	Skills	1B, 1C, 1D, 3A	1, 2, 4, 7	IIA1, IIB1	3a, 1b, 1d	Intentional	PowerPoint Lesson Plan Creation (Module 13)

instructional purposes.							
4. Develop a spreadsheet for instructional purposes.	Skills	1D	4, 7	IIA4	1b, 1d	Competent, Intentional	Grade Book Creation (Module 6)
5. Examine a variety of learning styles and how those learning styles are impacted by the use of technology in the classroom.	Knowledge	2A, 2E, 3B	3, 4, 5, 6	IA1, IA2, IB1, IC1, IIA2, IIA3, IIC	1c, 2c	Reflective, Culturally-Responsive, Empathetic	Whole Child Essay Submission (Module 2)
6. Become familiar with the use of synchronous and asynchronous modes of technological presentation and communication (e.g., threaded discussions, online chats, LCD projection, document camera,	Knowledge	2C, 2F, 3B, 3C, 5C, 5D	5, 6, 10	IIA2, IIA4, IIB2, IIC1, IIC2, IIC3, IIC4, IIC5, IIC6	1b, 1d	Competent, Intentional, Reflective	Blackboard Introduction Discussion Forum Posts (Module 1)

whiteboards, Smartboards, and video conferencing systems).							
7. Demonstrate uses of the Internet for educational, instructional, and research purposes.	Attitude	1B, 1C, 1D	1, 2, 4, 7	IB5, IC2, IIB2	2a, 2b	Competent, Intentional, Reflective, Leading	Web-Based Learning Discussion and Lesson Plan Creation (Module 7)
8. Examine copyright and other legal and ethical issues regarding teacher and student use of technology.	Attitude	2B, 5F, 5H	5, 10	IIIB, IIIC, IVA2, IVA3	3b, 3c, 3d	Reflective, Leading	Web-Based Learning Discussion and Lesson Plan Creation (Module 7)
9. Become aware of assistive software/hardware for students with special needs.	Knowledge	2A, 2B	3, 4, 5	IB2, IB3, IB4, IB5	2b	Competent, Intentional, Reflective, Culturally-Responsive, Leading	Blackboard Introduction Discussion Forum Posts (Module 1)
10. Examine and review various forms of educational opportunities.	Attitude	3D	4, 5	IB4, IIB1, IIB2	1a, 3a, 3b	Competent, Intentional, Reflective, Leading	Interactive Classroom Review and Discussion Forum Posts and Essay

ties (using interactive whiteboard technology) for instructional purposes.							Submission (Module 10)
11. Describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.	Attitude	1E, 3E, 4A, 4B, 4C, 4D, 3F, 5H	3, 8, 9	IIA4, IIB1, IIB2	2d, 5a, 5b, 5c, 5d	Competent, Intentional, Reflective, Culturally-Responsive, Leading	Web-Based Learning Discussion and Lesson Plan Creation (Module 7)
12. Review how 21 st . Century Learning Skills are an essential part of today's classroom as a globally competitive workforce requires	Attitude	4A, 4B, 4C, 4D, 5A, 5B, 5F, 5G, 5I	9, 10	IB6, IIA4, IVB1, IVB2, IVB3	3a, 3b, 3c, 3d, 5a, 5b, 5c	Competent, Intentional, Reflective, Empathetic	Concord University -Victoria University Global Collaboration & Discussion Posts (Capstone 1) CU-VU Global Collaboration

today's schools to align with the real world.							Symposium Learning Station Presentations (Capstone 2)
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EDUC 305 Course Objectives

Upon satisfactory completion of this course, the student will:	Educational Goals of Concord University	West Virginia's 21 st . Century Professional Teaching Standards	IN T A S C	PRAXIS Principles of Learning and Teaching	ISTE's National Educational Technology Standards	EPP Mission Statement	Evidence
1. Define and describe approaches to the study of human development from the point of view of Piaget, Vygotsky, Erickson, Kohlberg, Gilligan, and others.	Knowledge	1B-D, 2A-C, 2F, 3B	1 - 7	I.A.1		Competent Intentional	DB, FPJournal, CR Discussion, Module 2 Test
2. Identify and describe basic principles of development and their implications on the teaching and learning process.	Knowledge	1B-C, 1D, 2A-C, 3B, 3F	1 - 7	I.A.1		Competent Intentional	DB, FPJournal, CR Discussion, Module 2 Test
3. Identify and describe characteristics	Attitude	3A-F, 4A-D, 5A-I	1 - 6	I.A.1 I.B.1,4,6 I.C.3,4	1A-B	Competent Intentional Leading	DB, FPJournal, CR

of effective teachers.			8 - 1 0				Discussion, Concord University-Victoria University Global Collaboration & Discussion Posts (Capstone 1)
4. Describe approaches and theories to classroom management.	Knowledge	2A-F	3 - 6	I.C.1-4	1B-C, 2C	Competent Intentional Culturally responsible Empathetic	DB, FPJournal, CR Discussion, Module 8 Test, Concord University-Victoria University Global Collaboration & Discussion Posts (Capstone 1)
5. Describe the behavioral, cognitive, and constructivist views of learning, instructional principles and strategies derived from each view, and inferences for teaching and learning.	Attitude	1B-D, 2A-C, 2F, 3B-D	1 - 7	I.A.1 II.A.1-4	1C, 2C	Competent Intentional Culturally responsible Empathetic	DB, FPJournal, CR Discussion, Module 5 Test, Concord University-Victoria University Global Collaboration & Discussion Posts

							(Capstone 1)
6. Apply instructional principles and strategies from various views of learning in the design of content-specific learning activities.	Skills	1B-D, 2A-C, 2F, 3A-D	1 - 7	I.A.4 III.B.1-2	1A-C, 2A-D, 3A,C,D, 6A-B	Competent Intentional Reflective Culturally responsible Empathetic	DB, FPJournal, CR Discussion, Module 5 Test, FP Lesson Plans, CU-VU Global Collaboration Symposium Learning Station Presentations (Capstone 2)
7. Explore instructional principles and strategies from various views of learning in the design of content-specific learning activities that support 21 st Century learning skills.	Skills	1B-D, 2A-C, 2F, 3B-D, 3F	1 - 7	II. A.4 II. B. 1-2	1A-C, 2A-D, 3A,C,D, 6A-B	Competent Intentional Reflective Culturally responsible Leading Empathetic	DB, FPJournal, CR Discussion, Module 5 Test, FP Lesson Plans, Concord University-Victoria University Global Collaboration & Discussion Posts (Capstone 1)
8. Describe theories of motivation and relate each to classroom learning situations.	Skills	1B-D, 2D-F, 3D, 3F	1 - 7	I.C.1-4	1B	Competent Intentional Empathetic Culturally responsible	DB, FPJournal, CR Discussion, Module 8 Test

9. Describe the needs and characteristics of different learners in the classroom, from the perspective of various subcultures and areas of exceptionality.	Knowledge	1B-E, 2A-F, 3A-D	1 2 3 4 5 6 7 8	II.B.1,2,4	3B-D, 4B	Competent Intentional Culturally responsible Empathetic	DB, FPJournal, CR Discussion, Module 11 Diversity Reaction Paper, FP Lesson Plans, Concord University-Victoria University Global Collaboration & Discussion Posts (Capstone 1)
10. Explore the principles of differentiated instruction and tiered assessments, and develop a content-specific application.	Knowledge Skills	1B-E, 2A-C, 3A-F, 5A-D	1 - 8 1 0	I.B.1-2,4,6 II.A.1-4, II.B.2, II.c.1-2, III.A-C	1A-C; 2A-D; 3A,C,D, 4B; 5D, 7A-C	Competent Intentional Reflective Culturally responsible Leading Empathetic	DB, FP Journal, CR Discussion, Module 14 DI Activity, Concord University-Victoria University Global Collaboration & Discussion Posts (Capstone 1), CU-VU Global Collaboration Symposium Learning

							Station Presentations (Capstone 2)
11. Develop two lesson plans and deliver corresponding instruction in the public school classroom.	Skills	1B-E, 2A-C, 3A-F, 4C	1 - 9	I.B.1-2,4,6 II.A.1-4, II.B.2, II.c.1-2, III.A-C, IV.A.3	1A-C; 2A-D; 3A,C,D, 4B; 5D, 6A=B	Competent Intentional Reflective Culturally responsible	CR Discussion, FP Lesson Plans
12. Become familiar with research methods and apply to readings from teaching and learning literature, including references from electronic sources.	Knowledge Skills	1D, 4A	4 7 9	IV.A.2,3	1A, 4C, 7A-C	Competent Intentional	Module 5 WebSite Activities, Module 3CR Discussions, EdPsych Research (all modules)
13. Discuss the significance of professional development and lifelong learning as a classroom teacher and as an individual.	Attitude	4A-D	9	IV. A. 1, 2	4C	Competent Intentional Reflective Leading	DB, FPJournal, CR Discussion Module 3, FP Lesson Plans, Concord University-Victoria University Global Collaboration & Discussion Posts (Capstone 1)

Course Requirements EPaT utilizes Blackboard online instruction and assessment, weekly field placements and face to face sessions on campus. Please refer to the calendar, learning modules, assignments, and other information posted on Blackboard. **Since this class is an online course you must access Blackboard on a regular basis. Your instructor will access Blackboard regularly and I would expect you to do likewise.** Class communication will be handled through the email component of Blackboard!

Grading Policy and Scale, Make-up Policy, Late Work Submissions will be graded in a timely manner. As an asynchronous course work may be submitted early. Make-up work should not be a necessity. Work submitted late will be penalized five points per day. No credit will be available for work five or more days late. The grading scale follows

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

A grade of “C” or better is required to receive credit for EPaT (EDUC 301, EDUC 305)

EPaT Schedule Spring 2019

Module Assignment	Week Begins
Module 1 Educational Technology and its Relationship to Learning	January 14
Mandatory Face to Face Session	January 14
Mandatory Face to Face Session	January 16
Module 2 The Development of the Whole Child	January 21
Mandatory Face to Face Session	January 23
Module 3 21 st . Century Learning Skills	January 28
Module 4 Creating a Classroom Newsletter Using Word Tools	February 4
Module 5 Learning Theories	February 11
Mandatory Face to Face Session	February 13
Module 6 Emerging Technologies	February 18
Module 7 Creating an Online Webquest	February 25
Module 8 Classroom Management and Motivation	March 4
First Lesson Plan Due	March 4
Module 9 Instructional Strategies	March 18
Mandatory Face to Face Session	March 20
Module 10 Teaching in the Interactive Classroom	March 25
Module 11 Diversity in the Classroom	April 1
Module 12 Collaborative Learning	April 8
Second Lesson Plan Due	April 8
Mandatory Face to Face Session	April 10
Module 13 Google Docs	April 15

Module 14 Differentiated Instruction	April 22
Field Placement Hours and Time Log Submitted	April 22
Module 15 End of Course Activities	April 29
Module 16 Final Examination (due by 11:15 AM Monday of Exam Week)	May 6

Class/Online Attendance Policy

Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. Since this course is a hybrid combining online and onsite instruction, **any absences in excess of two (on campus and/or field placement) will result in the reduction of the course evaluation by one letter.** (See University Catalog Academic Policies and Procedures.)

Late Submission Policy

Assignments that are uploaded to Blackboard: Any assignment not submitted via Blackboard by the deadline will be subject to a **ten percent** (10%) deduction per calendar day late. No assignment will be accepted and no points will be awarded after five (5) calendar days from the deadline. Late assignments may be submitted as email attachments through BlackBoard mail.

Assignments 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 is also an instructional file for using Turnitin on the course homepage of Blackboard.

Discussions can be accessed using the “Discussions” link on the left margin of the homepage of the BlackBoard course. Also, links to the discussions are located in the corresponding learning module. For each Discussion Board topic, students will post their reply, and then respond to the replies of two other students. Late submissions will not be accepted for Discussion Board assignments. Post discussions and replies directly on the discussion board. DO NOT attach files.

Tests must be taken within the assessment window stipulated. The course professor reserves the right to require a student to re-take a test in the classroom.

Required Materials

Adobe Acrobat Reader; Java, Microsoft Office 2003/2007/2010. If you do not have this software on your home computer, refer to Blackboard: Course Menu > How To > Software for This Course or Microsoft.com for free downloads. Open office may also be downloaded if you do not have Microsoft Office downloaded on your computer.

Concord University Conceptional Framework “The 21st Century Professional CIRCLE of Learning”

21st Century Professionals are competent.

- a. They know the content they teach.
 1. They understand major concepts, assumptions, processes of inquiry, and ways of knowing that are central to their content discipline.
 2. They have a thorough knowledge of the content standards in their disciplines.
 3. They know the academic language of their discipline and know how to make this language accessible to learner while guiding them through positive learning experiences.

4. They can plan and practice lessons that reflect extensive knowledge of the content and the structure of the discipline.

b. They know effective instructional pedagogy.

1. They understand ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social and emotional development of their students.

2. They understand the cognitive process associated with various kinds of learning.

3. They have a repertoire of developmentally, culturally and linguistically appropriate instructional strategies.

c. They are strong in pedagogical content knowledge.

1. They can integrate content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and how these are best presented for instruction.

21st Century Professionals are intentional.

a. They can plan effective instruction.

b. They create environments that support learning.

c. They facilitate learning using a variety of instructional strategies, materials and technologies.

d. They plan for and accommodate learning experiences for individual differences

d. They understand and use multiple methods of assessment.

21st Century Professionals are reflective.

a. They analyze student learning.

b. They analyze their teaching.

c. They grow and develop professionally.

21st Century Professionals are culturally responsive.

a. They embrace diversity in the school, the community, and the world.

b. They plan for and accommodate learning experiences for diverse cultures and for second language acquisition.

c. They know how to build instruction upon learners' experiences and cultures, and upon family and community resources.

21st Century Professionals are leaders.

a. They lead in their classrooms.

b. They demonstrate leadership in the school.

c. They lead the teaching profession.

d. They advocate for schools and students.

e. They demonstrate high ethical standards.

21st Century Professionals are empathetic.

a. They provide a positive environment.

b. They establish nurturing relationships with their students.

Characteristics of an Educated Person

The University has a carefully defined and clearly understood vision of the liberally educated person and judges quality and success on the basis of knowledge and performance measured in relationship to those ideals. (See Academic Catalog pp. 7-10.)

Mission Statement

The mission of Concord University is to provide a quality liberal arts based education, to foster scholarly activities, and to serve the regional community.

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 is part of a student's academic obligation at Concord. Irregular attendance 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>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

MWF Classes Regular	MWF Classes Inclement	TR Classes Regular	TR Classes Inclement
8:00-8:50	10:00-10:40	8:00-9:15	10:00-11:00
9:00-9:50	10:45-11:25	9:30-10:45	11:05-12:05
10:00-10:50	11:30-12:10	11:00-12:15	12:10-1:10
11:00-11:50	12:15-12:55	12:30-1:45	1:15-2:15
12:00-12:50	1:00-1:40	2:00-3:15	2:20-3:20
1:00-1:50	1:45-2:25	3:30-4:45	3:25-4:25
2:00-2:50	2:30-3:10		
3:00-3:50	3:15-3:55		

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

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.

Syllabus Disclaimer

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

Miscellaneous (for example):

Technical Difficulties

If there are technical difficulties submitting an assignment through Blackboard, follow these steps (in order):

1. Email the professor through Blackboard email immediately (the date and time of email will be recorded) and explain the situation. Attach the assignment to the email (if applicable).
2. If Blackboard is inaccessible, email the professor immediately (the date and time of email will be recorded) and explain the situation. Attach the assignment to the email (if applicable).
3. If email is not possible, call the professor's office immediately (the date and time of call will be recorded) and leave a voicemail message explaining the situation. Submit a hard copy (printed paper copy) of the assignment (if applicable) through e-mail.

Blackboard will be monitored regularly, especially as deadline approaches, to assure that the site is functioning properly. Individual student activity can be tracked on the system. Students are strongly advised to complete online quizzes and submit assignments in advance of deadlines to detect or avoid unexpected problems. If the professor is not notified of a problem as prescribed above, the late policy applies. 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 un-submitted work. The late policy will apply in these cases.

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.

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