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/).

**Part 1:**

**Instructor Information:** Dr. Sarah E. Grose

**Title:** Adjunct Professor for Concord University

**Office Location:** NA

**Office Hours:** NA (May be contacted by phone or email)

**Phone Number:** 304-920-1998

**Email Address:** sgrose@concord.edu

**Education Department Website:** http://www.concord.edu/education/

**Course Title:** EDUC 517-Integrated Methods in Elementary Education

**Course CRN # and Section, Credit Hours:** CRN: 10619, Section: 1AS, Credit Hours: 3

**Semester Taught (including year):** Fall 2017

**Course Time (if applicable):** On-line

**Course Management System:** Blackboard

**Hardware/Software Needed:** Microsoft Word, Microsoft PowerPoint

**Prerequisites:** None

**Text requirements:**

**Part 2:**

**Course Description/Rationale:**
EDUC 517 is designed to provide a framework for understanding how to teach students for maximum learning at the elementary level for PreK-Adult content certification. Student development is tied to various strategies and to best practices for successful instruction. Mastery models are presented that reinforce the decision-making process in selecting instructional
strategies, and the application of reflective practice to evaluate success is emphasized. (Clinical VII- 25 hours Field Experience) Clinical experiences will be conducted in age/grade/content appropriate classrooms as required by WV Policy 5202 and the West Virginia Professional Teaching Standards (WVPTS).

Concord University Educational Goal(s):

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.

CAEP Standards:

- **Standard 1. Content and Pedagogical Knowledge**
  The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

- **Standard 2. Clinical Partnerships and Practice**
  The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

- **Standard 3. Candidate Quality, Recruitment, and Selectivity**
  The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

- **Standard 4. Program Impact**
  The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

- **Standard 5. Provider Quality Assurance and Continuous Improvement**
  The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

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.

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.

**Learning Outcomes:**
1. Students will understand the developmental stages of students in the elementary level.
2. Students will understand how to ascertain what resources are available to the classroom teacher.
3. Students will learn various instructional strategies and the benefits of each.
4. Students will learn how to select the most effective instructional strategy relative to the content and to the students.
5. Students will understand how to implement various instructional strategies for maximum student success.
6. Students will evaluate the perceived results of the methods implemented and reflect on the teaching-learning process.
7. Students will understand the significance of utilizing skill-level and content-appropriate methods for instruction.
8. Students will understand the need for differentiated instruction and tiered activities.
9. Students will gain insight into utilizing methods that address competence in college and career readiness standards.

**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. Since much of this class is conducted online, it is imperative that students access Blackboard on a continuous basis.

Students are required to read and study textbook and other assigned readings, and to take an active part in the class by asserting opinions about issues concerned with early childhood/elementary education teaching strategies, various theorists, learning through play, discipline methods, special needs children, working with parents, and developmentally appropriate activities for content areas and using technology in the classroom 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.

**Grading Policy and Scale, Make-up Policy, Late Work:**
Activities/assignments/assessments are located in the corresponding learning module. Assignments are aligned with textbook readings and clinical placements. Any assignment not submitted by the deadline is subject to a ten percent (10%) deduction of the overall point value. No assignment will be accepted and no points will be awarded after five (5) calendar days from the deadline.

**Course Timeline (Schedule of Assignments/Assessments/Presentations):**
The contents of the course are organized into twelve (12) learning modules; each module will be available for one (1) week.
Activities/Assignments/Assessments: Activities/assignments/assessments generated from the text and outside resources will determine students’ understanding of the curriculum, methods, and materials for the elementary classrooms through elementary education teaching strategies, theorists, school curricula, discipline methods, special needs children, working with parents and families, and developmentally appropriate activities for content areas. Activities will vary.

Online Discussions: Discussion of class topics, readings, and field experiences will be expected on Blackboard’s discussion about elementary education teaching strategies, theorists, school curricula, discipline methods special needs children, working with parents and families, and developmentally appropriate activities for content areas.

Clinical Placements: Twenty-five (25) hours of observation in an elementary classroom are required for this class. Requirements within the placement are as follows:

1. Two (2) developmentally appropriate lesson plans must be completed and conducted in the appropriate elementary classroom placement. Lesson requirements will be determined by the candidate and classroom teacher, but they must incorporate the requirements of the activity/assignment. Lessons will be evaluated and signed by the classroom teacher. These lessons will be placed in a sealed envelope, showing the teacher’s signature across the sealed area and returned to the course instructor. The instructor of the course will remain in close contact through e-mail, face-to-face meetings, and/or phone conversations with the classroom teacher during the candidate’s clinical placement.

2. The teacher candidates will complete all required activities/assignments used to enhance instruction with students in the classroom.

3. An online reflective journal will also be required throughout the clinical placement related to the candidate’s experiences in the classroom and throughout the course.

4. A final clinical evaluation will be placed in a sealed envelope, showing the teacher’s signature across the sealed area and returned to the course instructor.
<table>
<thead>
<tr>
<th>Modules</th>
<th>Chapter Readings</th>
<th>Activities/Assignments</th>
<th>Online Discussions</th>
<th>Assessments</th>
<th>Open Dates</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module I: Reflective Practitioner</td>
<td>Chapter 1</td>
<td>Reflection Paper</td>
<td>Weekly Discussion on Highlighted Topic</td>
<td>None this week.</td>
<td>8/14</td>
<td>8/18</td>
</tr>
<tr>
<td>Module II: Classroom Management</td>
<td>Chapter 2</td>
<td>Develop a Classroom Management Plan with a List of Specific Strategies to Attempt</td>
<td>Weekly Discussion on Highlighted Topic</td>
<td>Clinical Reflective Journal</td>
<td>8/21</td>
<td>8/25</td>
</tr>
<tr>
<td>Module III: Lesson Planning</td>
<td>Chapter 3</td>
<td>Lesson Plan for Selected Content Area that Reflects State Standards</td>
<td>Weekly Discussion on Highlighted Topic</td>
<td>Clinical Reflective Journal</td>
<td>8/28</td>
<td>9/1</td>
</tr>
<tr>
<td>Module V: Differentiated Instruction</td>
<td>Chapter 5</td>
<td>Lesson Plan that Reflects Differentiated Instruction</td>
<td>Weekly Discussion on Highlighted Topic</td>
<td>Clinical Reflective Journal</td>
<td>9/18</td>
<td>9/22</td>
</tr>
<tr>
<td>Module IX: Creativity in the Classroom</td>
<td>Chapter 9</td>
<td>Reflection Paper</td>
<td>Weekly Discussion on Highlighted Topic</td>
<td>Clinical Reflective Journal</td>
<td>10/23</td>
<td>10/27</td>
</tr>
<tr>
<td>Module X: Assessments</td>
<td>Chapter 10</td>
<td>Importance of Formative Assessments Paper</td>
<td>Weekly Discussion on Highlighted Topic</td>
<td>Clinical Reflective Journal</td>
<td>10/30</td>
<td>11/3</td>
</tr>
<tr>
<td>Module XI: Collaboration</td>
<td>Chapter 11</td>
<td>Create a Grade Level Collaboration Agenda</td>
<td>Weekly Discussion on Highlighted Topic</td>
<td>Clinical Reflective Journal</td>
<td>11/6</td>
<td>11/10</td>
</tr>
</tbody>
</table>

*All final clinical evaluations are due this week.*
Part 3:
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:
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.)

*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.

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.

Recommended Texts (use for your specific content area):

Art:


Music:


Physical Education:

Spanish: