



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/>).

Course Prefix, Number and Title: SOWK 521 Generalist Policy

Course CRN # and Section: CRN 20463 (1AS)

Semester Taught (including year): Spring 2019

Credit Hours: 3

Prerequisites: N/A

Course Time (if applicable): Online

Building and Room Number (if applicable): Online

College/Department Website: www.concord.edu/sws

Professor: Dr. Angela Fedele

Office Location: Grant House

Office Hours: M & W 9:30-11, W 5-6

Email: afedele@concord.edu

Phone: 304-716-0485

Office Fax: 304-384-6091

Course Description/Rationale:

This is the generalist policy course required of all students who are not in the Advanced Standing Program. The course outlines the social policies that have been enacted in the United States and the resulting impact of their implementation with special attention to rural areas.

Course Management System: Blackboard

One of the benefits of utilizing Blackboard (Bb) is taking into consideration the health and preservation of our environment. Hence, students are encouraged to reduce the amount of printing and are required to submit their written assignment via Blackboard.

Students will also be able to track points earned for assignments. The Professor will post announcements and email related to this course exclusively on Blackboard (Bb). Therefore, students are encouraged to Log into Bb daily and consistently throughout the semester.

Students who experience difficulties with Bb should contact the Help Desk

(cuhelpdesk@concord.edu or ext. 5291 on campus phone, or 304-716-0054 from off campus or cell phone). Students are also encouraged to review the "On Demand Help Video for Students" that is available on Blackboard.

In addition, email the professor through the Bb course messages immediately to explain the situation. If Bb is inaccessible due to the campus server being down), email your professor immediately to explain the situation. This procedure provides documentation of the date and time of the email and the situation. Attach the assignment to the email, if applicable.

Zoom Video Communication Platform:

Zoom video communication replaces the adobe connect platform for on-line sessions. It’s a user-friendly system that will be used for synchronous sessions. Students may also be able to utilize Zoom for meetings with fellow students for group assignments and/or to meet and support each other throughout the semester. Each professor will have their own login information their course. For more information about Zoom, students can log on to Zoom.us. For 24/7 technical support, go to support.zoom.us.

Hardware/Software Needed (include privacy policies, if applicable):

To be an effective participant in Concord’s University’s online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

	Minimum	Recommended
Operating System	Windows 7 or higher Mac OS X 10.8 or higher	Windows 10 Mac OS X 10.10
Internet Browser	Internet Explorer 11 Firefox 31 or higher Safari 6 or higher	Firefox 47.0 Safari 9.1
Processor	Windows: 2 GHz Mac: 1.1 GHz	Windows: 3 Ghz Mac: 1.3 GHz Intel Core m7
Memory	Windows: 2 GB RAM Mac: 512 MB RAM	Windows: 8 GB RAM Mac: 4 GB RAM
Internet Connection	Cable Broadband (high-speed) 5 Mbps or higher	Cable Broadband (high-speed) 15 Mbps or higher
Java	JRE Version 7 or higher	JRE Version 8 Update 101

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem-solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web
7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard (Bb) learning platform with support provided in the course.

12. Access to a microphone and audio to participate in the Synchronized Sessions (Ss) through Zoom.

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: <http://hub.concord.edu/technology/node/12>.

Text requirements:

Karger, H. & Stoesz, D. (2017). American Social Welfare Policy: A Pluralist Approach (7th ed). Columbus, OH: Pearson (ISBN 9780205922406)

(Recommended) National Association of Social Workers. (2015). Social Work Speaks (10th ed). Lowman, S., & Cassels, J. (Eds.). Washington, DC: NASW Press (ISBN 978-0871014597)

Concord University Educational Goal(s):

This should address at least one of the areas (skills, knowledge, or attitude) for each course. Similar courses with different sections should have the same goal(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 action when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership—including leadership by example—and of responsible fellowship.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolutions.
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:

Students are expected to adhere to the NASW Code of Ethics and the Council on Social Work Education (CSWE) core competencies and the generalist and advanced generalist behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior Generalist Behaviors

Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.

Behavior 5: Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice Generalist Behaviors

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Generalist Behaviors

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Behavior 10: Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice Generalist Behaviors

Behavior 11: Use practice experience and theory to inform scientific inquiry and research.

Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice Generalist Behaviors

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Generalist Behaviors

Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Generalist Behaviors

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 28: Select and use appropriate methods for evaluation of outcomes.

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specific Learning Outcomes:

COURSE COMPETENCIES and SELECTED ASSIGNMENTS:

COURSE LEARNING OBJECTIVES/ BEHAVIORS (assignments- dimensions):

Competency 1: Demonstrate Ethical and Professional Behavior

Generalist Behaviors

Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (*Assignments: discussions (cognitive/affective reactions, values), quizzes (knowledge), analysis (knowledge, skills)*)

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (*Assignments: discussions (cognitive/affective reactions, values), quizzes (knowledge), analysis (knowledge, skills)*)

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (*Assignments: discussions (cognitive/affective reactions, values), quizzes (knowledge), analysis (knowledge, skills)*)

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes (*Assignments: discussions (cognitive/affective reactions, values), quizzes (knowledge); analysis (knowledge, skills)*)

Behavior 5: Use supervision and consultation to guide professional judgement and behavior (*Assignments: discussions (cognitive/affective reactions, values), quizzes (knowledge), analysis (knowledge, skills)*)

Competency 2: Engage Diversity and Difference in Practice

Generalist Behaviors

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (*Assignments: discussions (cognitive/affective reactions, values), issue brief (knowledge, values), analysis (knowledge, skills)*)

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences (*Assignments: discussions (cognitive/affective reactions, values), issue brief (knowledge, values), analysis (knowledge, skills)*)

Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (*Assignments: discussions (cognitive/affective reactions, values), issue brief (knowledge, values), analysis (knowledge, skills)*)

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice **Generalist Behaviors**

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (*Assignments: discussions (cognitive/affective reactions, values), issue brief (knowledge, values), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 10: Engage in practices that advance social, economic, and environmental justice (*Assignments: discussions (cognitive/affective reactions, values), issue brief (knowledge, values), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Competency 4: Engage in Practice-informed Research and Research-informed Practice **Generalist Behaviors**

Behavior 11: Use practice experience and theory to inform scientific inquiry and research (*Assignments: analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (*Assignments: analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery (*Assignments: analysis (knowledge, skills), letter (knowledge, skills, values)*)

Competency 5: Engage in Policy Practice **Generalist Behaviors**

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (*Assignments: discussions (cognitive/affective reactions, values), drug paper (knowledge, skills, values), issue brief (knowledge, values), quizzes (knowledge), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services (*Assignments: discussions (cognitive/affective reactions, values), drug paper (knowledge, skills, values), issue brief (knowledge, values), quizzes (knowledge), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (*Assignments: discussions (cognitive/affective reactions, values), drug paper (knowledge, skills, values), issue brief (knowledge, values), quizzes (knowledge), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities **Generalist Behaviors**

Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (*Assignments: letter (knowledge, skills, values)*)

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (*Assignments: letter (knowledge, skills, values)*)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities **Generalist Behaviors**

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (*Assignments: issue brief (knowledge, values), quizzes (knowledge), analysis (knowledge, skills)*)

Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (*Assignments: issue brief (knowledge, values), quizzes (knowledge), analysis (knowledge, skills)*)

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (*Assignment: issue brief (knowledge, values), quizzes (knowledge), analysis (knowledge, skills)*)

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (*Assignments: issue brief (knowledge, values), quizzes (knowledge), analysis (knowledge, skills)*)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities **Generalist Behaviors**

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (*Assignments: discussions (cognitive/affective reactions, values), drug paper (knowledge, skills, values), issue brief (knowledge, values), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (*Assignments: discussions (cognitive/affective reactions, values), drug paper (knowledge, skills, values), issue brief (knowledge, values), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (*Assignments: discussions (cognitive/affective reactions, values), drug paper (knowledge, skills, values), issue brief (knowledge, values), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (*Assignments: discussions (cognitive/affective reactions, values), drug paper (knowledge, skills, values), issue brief (knowledge, values), analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals (*Assignments: discussions (cognitive/affective reactions, values), drug paper (knowledge, skills, values), issue brief (knowledge, values); analysis (knowledge, skills), letter (knowledge, skills, values)*)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities **Generalist Behaviors**

Behavior 28: Select and use appropriate methods for evaluation of outcomes (*Assignments: analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (*Assignments: analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes (*Assignments: analysis (knowledge, skills), letter (knowledge, skills, values)*)

Behaviors 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (*Assignments: analysis (knowledge, skills), letter (knowledge, skills, values)*)

Course Requirements:

Assignments serve as outcome measures of comprehension and application which are essential in gaining competency.

The course emphasizes active and interactive learning. Regular class participation involves completion of all assigned reading and independent learning activities and active engagement in class throughout the course consistently via Blackboard. It is expected that students read assignments prior to all class discussions, assignments and activities.

Discussions (8 @ 2 Points Each) Discussions will be completed every other week throughout the semester on topics related to social welfare policy and social policy practice. Students will be expected to post early and often. Posts are graded according to relevance of content and active participation on the board. Each student must post an original response to the question and then respond to at a minimum two (2) other students' posts. If you have an issue with a classmate, please contact the instructor immediately via e-mail. Do not confront the other student directly. Discussions can be accessed using the "Discussions" link on the left margin of the homepage of the Blackboard course.

Points will be assigned as follows:

0 = No discussion

0.5-1 = Little discussion and no significance to post(s)

1-1.5 = Significant post(s) but no discussion among classmates

2 = Lots of discussion and significant posts

When communicating online, it can be easy to overlook the fact that you are talking in black and white ink or in a public discussion. Though I expect lively and thoughtful discussions which reflect various perspectives in this course, personal attacks on another student of any kind are not acceptable. Students who engage in personal attacks will be subject to one of two courses of action:

- i. A score of 0 for the discussion and/or class participation as a whole
- ii. A letter grade of "F" and/or dismissal from the class

Assignments (Generic Drug Paper, Letter to Representative @ 3 Points Each) Students will complete assignments posted in corresponding weekly folders. Instructions will be provided for each assignment. Assignments must be submitted in Blackboard.

Chapter Quizzes (10 @ 3 Points Each) There will be a quiz for each of the first 11 chapters we cover over the course of this semester. These quizzes will be worth three points and are located in their corresponding weekly folder. The quizzes will be multiple choice, short answer, and/or true - false.

Issue Brief (17 Points: 2 Points approval form, 15 Points final submission) Each student will submit a 1-2 page Issue Brief on the topic they have selected for their paper. Issue Briefs will be presented in writing. Guidelines are posted in the "Information" link on the left margin of the homepage of the Blackboard course.

Analysis of Contemporary Rural Social Issue (28 Points) Students will prepare an analysis of a contemporary social issue that has particular relevance to rural populations. This issue can correspond with the Issue Brief submitted earlier in the semester. This project will give students the opportunity to examine and critically analyze the convergence of political, economic, and social factors and the resulting influence the development of social policy. This project will be presented in written or presentation form. Guidelines are posted in the “Information” link on the left margin of the homepage of the Blackboard course.

Policy Involvement (7 Points: 1 Point identification, 6 points involvement/paper) During the semester, students will participate in at least one policy event during the course of the semester. Topic/content options are nearly endless, but you must meet one of the following:

- A) Active involvement and attendance at an event with a brief (1 page) write up, OR
- B) Active involvement in a policy movement with a mini-paper to discuss your involvement and reason for being supportive of the movement, OR
- C) Attendance at an event with a mini-paper (5 pages) examining the need and potential outcomes of the policy discussed, OR
- D) Attendance at 2 events with a short (2 pages) examination on each of the events.

As you can see, more weight is given to involvement. If you get involved, you have less of a writing requirement!

This is due at the end of the semester. However, identification of the movement/event that you will participate in is due at the end of January. (One page or less giving me the name of the movement, reason for interest, website/facebook/contact info is all that is needed.)

Grading Policy and Scale, Make-up Policy, Late Work:

All assignments must be submitted in the blackboard course; use the relevant week's folder under Course Content to find the proper assignment and submit. The grading for this class will be based on a 100 point scale and consist of:

Course Evaluation

Activity:	Points:
Discussions 8 x 2 points	16
Quizzes 10 x 3 points	30
Generic Drug Paper	3
Issue Brief Approval	2
Issue Brief	15
Analysis of a Contemporary Rural Social Issue	28
Letter to Representative	3
Policy Involvement Activity	7
Total:	100 Points

Grading: A = 90-100 points, B = 80-89.9 points, C = 70-79.9 points, F = 69.9 points and under

Late Assignments

Dependent on the assignment, the professor may allow late submissions. Understand however, that students must email me to request the late submission option. If the student elects to take this option, the

highest score possible is reduced based on the length of delinquency. The professor has sole discretion for approval of late submissions. More information will be posted in a class announcement

Course Timeline (Schedule of Assignments/Assessments/Presentations):

See Course Content Folder in the Blackboard Classroom.

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.)

**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.

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 (for example):

Course Response

The instructor will make every effort to respond to inquiries and/or concerns within 48 hours (including weekends). Please utilize Concord University Email not the Blackboard Email function.

Changes

Any changes made to the course will be done through an announcement in Blackboard. To ensure that you are alerted to any changes appropriately, the Announcements section is set to your home page for this course. You are expected to check the announcements for the course on a daily basis. Using the Blackboard app on a smartphone may make this more manageable.