



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 531 Generalist Practice

Course CRN # and Section: CRN 20465 (1AS)

Semester Taught (including year): Spring 2019

Credit Hours: 3

Prerequisites: 501 & 511

Course Time (if applicable): N/A

Building and Room Number (if applicable): N/A

Professor: Dr. C. Scott Inghram

Office Location: Admin 107

Office Hours: M – F 10:00 – 10:50

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<http://www.concord.edu/sws/>**

Course Description/Rationale: This social work practice methods course enables students to understand and apply social work theories, strategies, and techniques for helping individuals, families, groups, organizations, and communities within the context of the generalist perspective. Student will continue development of critical thinking skills by applying them to the analysis of evidenced-based practice. Methods and interventions. Students will integrate knowledge of evidence-based practice applicable to micro, mezzo, and macro level of social work with clients and populations at-risk; maintain commitment to economic and social justice, ethical practice, and strengths perspective, the planned change process, and cultural differences.

Course Management System: Blackboard Learning Platform

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 (SY) 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:

Chang, V., Scott, S., & Decker, C. (2018). *Developing Helping Skills: A Step-by-Step Approach to Competency*, (3rd Ed.). Belmont, CA: Brooks Cole.

Cournoyer, B.R. (2017). *The Social Work Skills Workbook*, (8th Ed.). Boston: Cengage.

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).

Skills: Proficiency in interpreted 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
 - Non-verbal communication
 - Media and technological 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.

National Standards: Students are expected to adhere to the NASW Code of Ethics and the Council on Social Work Education Core Competencies.

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 judgement 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.

Learning Outcomes:

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) COMPETENCIES, BEHAVIORS, AND SELECTED ASSIGNMENTS:

By the end of the semester, students should be able to demonstrate the following competencies and generalist and advanced generalist behaviors.

Competency 1: Students will 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: Personal Practice Paper (Knowledge, skills, cognitive/affective reactions), Practice Exercise (Skills, cognitive/affective reactions), Program Concept paper (Knowledge, skills and values)*)

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (*Assignments: Practice Paper (Knowledge, skills, cognitive/affective reactions), Practice Exercise (Skills, cognitive/affective reactions), Program Concept paper & presentation (Values, cognitive/affective reactions)*)

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (*Assignments: Personal Practice Paper (Cognitive/affective reactions, knowledge, and skills) Practice Exercise (Cognitive/affective reactions, skills), Final Interview (Cognitive/affective reactions, skills)*)

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes. (*Assignment: Program Concept Paper (Knowledge, skills, and values)*)

Behavior 5: Use supervision and consultation to guide professional judgment and behavior. (*Assignment: Practice Exercise (Cognitive/affective reactions, and skills)*)

Competency 2: Students will engage diversity and differences 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. (**Assignment:** Discussion Forum (Knowledge and skills), Practice Interview (Cognitive/affective reactions and skills), Program Concept Paper (Knowledge and skills))

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences. (**Assignment:** *Discussion Forum & Journal (Cognitive/affective reactions, and skills) Personal Practice paper (Cognitive/affective reactions, knowledge and 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. (**Assignment:** *Self-evaluation (cognitive/affective reactions, knowledge, and skills), Discussion and Journal (Knowledge, skills, and values)*)

Competency 3: Students will 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. (**Assignment:** *Program concept paper & presentation (knowledge, skills, and values)*)

Behavior 10: Engage in practices that advance social, economic, and environmental justice. (**Assignment:** *Program concept paper and presentation (Knowledge, skills, and values)*)

Competency 4: Students will engage in research-informed practice and practice-informed research.

Generalist Behaviors

Behavior 11: Use practice experience and theory to inform scientific inquiry and research. (**Assignment:** *Program concept paper and presentation (Knowledge, skills, and values)*)

Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (**Assignment:** *Program concept paper (Knowledge and skills)*)

Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery. (**Assignment:** *Program concept paper & presentation (Knowledge and skills)*)

Competency 5: Students will engage in policy practice

Generalist Behaviors

Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services. (**Assignment:** *Program Concept Paper (Knowledge, skills, and values)*)

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (**Assignment:** *program concept paper (Knowledge, skills and values)*)

Competency 6: Students will engage in Individual, family, group, 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. (**Assignment:** *Discussion forum (Cognitive/affective reactions, knowledge, and skills), Program concept paper (Knowledge, skills, and values)*)

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (**Assignment:** *Self-evaluation (Cognitive/affective reaction, and values), Practice Exercise (Knowledge, skills, values, cognitive/affective reactions), Final Interview (Knowledge, skills, values, cognitive/affective reactions)*)

Competency 7: Students will 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. (**Assignment:** *Practice exercise (Knowledge, skills, and values)*)

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. (**Assignment:** *Practice exercise (Cognitive/affective reactions and skills), Program Concept Paper (Knowledge, skills, values)*)

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:** *Practice exercise (Cognitive/affective reactions and skills)*)

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (**Assignment:** *Program concept paper and presentation (Knowledge, skills, and values); Practice exercise (Cognitive/affective reactions and skills)*)

Competency 8: Students will 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:** *Program concept paper (Knowledge, skills, and values), Discussion forum & journal (Cognitive/affective reactions, knowledge and skills)*)

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:** *Practice Interview Exercise (Cognitive/affective reactions, skills), Program concept paper (Knowledge, skills, and values)*)

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (**Assignments:** *Program concept paper (Knowledge, skills, and values)*)

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (*Assignments: Program concept paper (Knowledge, skills, and values)*)

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals. (*Assignments: Program concept paper (Knowledge, skills, and values)*)

Competency 9: Students will evaluate practice with individuals, families, groups, organizations, and communities

Generalist Behaviors

Behavior 28: Select and use appropriate methods for evaluation of outcomes. (*Assignment: Program concept paper (Knowledge and skills)*)

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (*Assignment: Practice Exercise (Cognitive/affective reactions, knowledge and skills), Discussion (Knowledge and skills)*)

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (*Assignment: Program Concept paper (Knowledge and skills)*)

Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (*Assignment: Program Concept paper (Knowledge, skills, and value)*)

Course Requirements

ATTENDANCE:

Since this course is being offered through Blackboard, the concept of “attendance” is different. Although you will have a certain amount of flexibility in when you access the course materials and complete your work, you still will have several deadlines to meet during the course period and you must be finished with the course by the end of the course period. 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.)

ACADEMIC POLICIES:

Please see the Concord University Social Work Program Student Handbook for additional policies regarding expectations and rights afforded to graduate students <http://hub.concord.edu/social-work/sites/hub.concord.edu.social-work/files/files/MSW%20Handbook%2012-12-14.pdf>

COURSE RESPONSE/INSTRUCTOR ACCESS:

The instructor will make every effort to respond to inquiries and/or concerns within 48 hours (excluding weekends or other times where the instructor is not available). Please utilize Concord University Email not the Blackboard Email function. For inquiries that would benefit other students, please use the Discussion Board “Open Forum” to post your inquiry.

Professionalism

Students are expected to conduct themselves as professionals at all times: attending all prearranged sessions, arriving on time, interacting with respect for the perspective of others, communicating in an

open and reflective manner, and collaborating responsibly. Everyone is responsible for learning and for building a safe and nurturing community of learners. Hence, be role models to cultivate appropriate attitudes and behaviors.

Furthermore, students shall be concerned with the professional impression of what they turn in. Students shall reflect this professionalism in their work for this class. For example, students must submit scholarly writing. Therefore, students shall rewrite and proofread their work. Submit all written assignments in APA style (6th ed.). Seeking additional assistance from the Academic Success Center and/or Smarthink.com is required.

Netiquette

Utilize good netiquette in discussion posts and in other communication in this course. The Cybersmile Foundation provides basic netiquette recommendations at <https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette>.

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

GRADING:

Assignments will be graded within a two-week period from submission.

LATE ASSIGNMENTS:

Dependent on the assignment, the instructor may allow late submissions. Understand however, that students must email the instructor (inghramcs@concord.edu) a statement requesting the late submission option prior to the assignment deadline. If the student elects to take this option, the highest score possible is an 89%. Remember to have late submissions submitted by the date given by the instructor. The instructor has sole discretion for approval of late submissions.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Module Assignments (3 x 25 points = 75/ Due Feb. 17th, Mar 31st, May 5th):

Each module has a corresponding discussion. Students must sufficiently respond to peers in a fashion that contributes to the discussion.

Special Topic Discussions (3 x 25 points = 75/ Due Feb. 17th, Mar 31st, May 5th):

Each module has a corresponding Special Topic discussion where students should contribute additional resources (video, news articles, and other media – not journal articles), to support their claims and/or add to the discussion. Regardless to whether additional media are provided, students must sufficiently respond to peers in a fashion that contributes to the discussion. Responses should begin much earlier than the due date.

Self Evaluation (25 points/ Due February 10th):

Students will thoroughly assess their own knowledge and skills with regards to Social Work practice in general and including strengths and areas of improvement. Students will create a document that does all of the above in depth using several areas of social work practice.

Personal Practice Paper (50 points/ Due March 24th):

This assignment will help students to identify and apply the techniques that are critical to the helping process. It will cover not only what the student finds important but also what is needed to create change. Particular attention will be given to the bio-psycho-social perspective, strengths, systems, and other appropriate theoretical models to address problems.

Personal Practice Interview (50 points/ Due April 14th):

This assignment will be based off the Personal Practice Paper. For this assignment students will interview/assess someone and submit a video of the interview. Interviews can be on DVD, CD, YouTube, etc. Videos are to be between 8-12 minutes long.

Program Concept Paper (100 points/ Due May 1st):

This group assignment emphasizes the development of process when designing new programs. It is important to collaborate with community as the program takes shape. Choose a social justice issue you will focus on for this paper. Contact someone in the community familiar with that issue or with program development generally. Describe your preliminary ideas regarding the target population and need for desired outcomes of a new program. Contact the community person in a decision-making capacity in the community and discuss the social justice issue and program development. After interviewing the community person, you will synthesize the information you received and alter your original program plans if necessary.

Program Concept Presentation (25 points/ Due May 5th, Responses May 8th):

Groups will prepare one ten minute voice over PowerPoint presentation conceptualized from the material derived from the Program Concept assignment.

Course Grade:

The final course grade will be based on a percentage scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

F = Below 70%

Student could earn a maximum of 500 points during the semester. [Note: There is only one (1) extra credit assignment for this course, which is creating an APA formatted template. No other extra credit assignment is offered in this course.]

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):

Sources of Help

Glossary of Terms

Related Research/Professional Organizations

