



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 622 Advanced Policy in Rural Practice

Course CRN # and Section: 20482 – 1AS / 20483 – 2AS / 20484 – 3AS

Semester Taught (including year): Spring 2019

Professor: Angela Fedele

Credit Hours: 3

Office Location: Grant House

Prerequisites: SOWK 521/Advanced Standing Admission

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

Course Time (if applicable): N/A

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Course Description/Rationale: This is the second policy course and is required for students who are in the Advanced Generalist Program as well as those progressing from the Generalist Program. The student will select a social topic or population relevant to rural areas and explore how to assist those working with the topic or population through written and policy involvement assignments. The knowledge builds from the paper written in SOWK 521-Generalist Policy and from applied policy analysis research.

Course Management System (Blackboard/Moodle or other systems): Blackboard

Hardware/Software Needed (include privacy policies, if applicable): **Please see computer requirements at the following website: http://www.concord.edu/social-work/sites/www.concord.edu.social-work/files/files/Social_Work_Computer_Requirements.pdf**

Text requirements: N/A

Concord University Educational Goal(s)

ATTITUDE:

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 (if applicable): Students are expected to adhere to the NASW Code of Ethics.

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.

Advanced Behaviors

Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings.

Advanced Behavior 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.

Advanced Behavior 3: Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services.

Advanced Behavior 4: Apply ethical decision-making skills to address the use of technology in rural settings.

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.

Advanced Behaviors

Advanced Behavior 5: Recognize and understand the experience of isolation of minority groups in rural settings.

Advanced Behavior 6: Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings.

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.

Advanced Behaviors

Advanced Behavior 7: Understand, analyze, and implement strategies to address forms of rural oppression.

Advanced Behavior 8: Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).

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.

Advanced Behaviors

Advanced Behavior 9: Identify, evaluate, and select rural practice strategies.

Advanced Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice.

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

Advanced Behaviors

Advanced Behavior 11: Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.

Advanced Behavior 12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice.

Advanced Behavior 13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.

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.

Advanced Behaviors

Advanced Behavior 14: Apply theories of human behavior and the social environment to rural practice.

Advanced Behavior 15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.

Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.

Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.

Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems.

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.

Advanced Behaviors

Advanced Behavior 19: Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment.

Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.

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.

Advanced Behaviors

Advanced Behavior 21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.

Advanced Behavior 22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings.

Advanced Behavior 23: Develop and implement collaborative multidisciplinary strategies for rural practice

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.

Advanced Behaviors

Advanced Behavior 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice.

Advanced Behavior 25: Contribute to the knowledge base of the social work profession through rural practice based research.

Specific Learning Outcomes

COURSE LEARNING OBJECTIVES/ BEHAVIORS (assignments- dimensions):

<u>Core Competency</u>	<u>Advanced Behaviors</u>
<p><u>Competency 1:</u> Demonstrate Ethical and Professional Behavior</p>	<p>AB 1: Demonstrate and preserve professional roles and boundaries in rural settings. (discussions- <i>cognitive/affective reactions, values; involvement-</i> <i>cognitive/affective reactions, knowledge, skills, values</i>)</p> <p>AB 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. (discussions- <i>cognitive/affective reactions, values</i>)</p> <p>AB 3: Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services. (discussions- <i>cognitive/affective reactions, values</i>)</p>

	<p>AB 4: Apply ethical decision making skills to address the use of technology in rural settings. (discussions- <i>cognitive/affective reactions, values</i>)</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>	<p>AB 5: Recognize and understand the experience of isolation of minority groups in rural settings. (discussions- <i>cognitive/affective reactions, values</i>)</p> <p>AB 6: Engage in self-reflection about and address personal biases and values as they related to rural populations and settings. (discussions- <i>cognitive/affective reactions, values; involvement-</i> <i>cognitive/affective reactions, knowledge, skills, values</i>)</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Practice Behaviors</p>	<p>AB 7: Understand, analyze, and implement strategies to address forms of rural oppression. (discussions – <i>cognitive/affective reactions, values; annotated bibliographies</i> – <i>knowledge, skills; policy brief</i> – <i>knowledge, skills, values; white paper</i> – <i>knowledge, skills, values; involvement-</i> <i>cognitive/affective reactions, knowledge, skills, values</i>)</p> <p>AB 8: Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities). (discussions – <i>cognitive/affective reactions, values; annotated bibliographies</i> – <i>knowledge, skills; policy brief</i> – <i>knowledge, skills, values; white paper</i> – <i>knowledge, skills, values; involvement-</i> <i>cognitive/affective reactions, knowledge, skills, values</i>)</p>
<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p>	<p>AB 9: Identify, evaluate, and select rural practice strategies. (discussions – <i>cognitive/affective reactions, values; tutorials</i> – <i>knowledge; annotated bibliographies</i> – <i>knowledge, skills; policy brief</i> – <i>knowledge, skills, values; white paper</i> – <i>knowledge, skills, values</i>)</p> <p>AB 10: Promote and participate in the use of research to improve the effectiveness of rural practice. (discussions – <i>cognitive/affective reactions, values; tutorials</i> – <i>knowledge; annotated bibliographies</i> – <i>knowledge, skills; policy brief</i> – <i>knowledge, skills, values; white paper</i> – <i>knowledge, skills, values</i>)</p>
<p>Competency 5: Engage in Policy Practice</p>	<p>AB 11: Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings. (discussions – <i>cognitive/affective reactions, values;</i></p>

	<p>annotated bibliographies – <i>knowledge, skills</i>; policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>; involvement- <i>cognitive/affective reactions, knowledge, skills, values</i>)</p> <p>AB 12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. (discussions – <i>cognitive/affective reactions, values</i>; policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>; involvement- <i>cognitive/affective reactions, knowledge, skills, values</i>)</p> <p>AB 13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice. (policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>; involvement- <i>cognitive/affective reactions, knowledge, skills, values</i>)</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>AB 14: Apply theories of human behavior and the social environment to rural practice.</p> <p>AB 15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.</p> <p>AB 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.</p> <p>AB 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities. (policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>; involvement- <i>cognitive/affective reactions, knowledge, skills, values</i>)</p> <p>AB 18: Apply knowledge of practice within the rural context for the development of service systems. (policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>; involvement- <i>cognitive/affective reactions, knowledge, skills, values</i>)</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>AB 19: Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment. (annotated bibliographies – <i>knowledge, skills</i>)</p> <p>AB 20: Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment. (annotated bibliographies – <i>knowledge, skills</i>)</p>

<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>AB 21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior. (discussions – <i>cognitive/affective reactions, values</i>; annotated bibliographies – <i>knowledge, skills</i>; policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>; involvement- <i>cognitive/affective reactions, knowledge, skills, values</i>)</p> <p>AB 22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. (discussions – <i>cognitive/affective reactions, values</i>; policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>; involvement- <i>cognitive/affective reactions, knowledge, skills, values</i>)</p> <p>AB 23: Develop and implement collaborative multidisciplinary strategies for rural practice. (policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>)</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>AB 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. (discussions – <i>cognitive/affective reactions, values</i>; annotated bibliographies – <i>knowledge, skills</i>; policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>)</p> <p>AB 25: Contribute to the knowledge base of the social work profession through rural practice based research. (annotated bibliographies – <i>knowledge, skills</i>; policy brief – <i>knowledge, skills, values</i>; white paper – <i>knowledge, skills, values</i>; involvement- <i>cognitive/affective reactions, knowledge, skills, values</i>)</p>

Course Requirements

ASSIGNMENTS

Library Tutorials

Knowing how to research and find appropriate articles is essential for the MSW program, especially this class. You will watch videos found on the Concord University Library website and then compose a brief paper. Watching these videos will not only help you succeed in this class but also in others!

Topic Choice & Approval

This class focuses on self-directed study to allow for students to dive deeply into a topic of their choosing. Additional learning takes place through interaction with other students but the primary work for the class will build from day one that the student has an approved topic choice. Topics are only limited to those that are social issues in need of attention. Remember, one of your duties as a social worker is to advocate for those who need it most; policy change is a major component of advocacy. This class is designed to get you involved with the process to make lasting change. Topics will be submitted in the January folder and approved on an individual basis. Remember, the sooner you submit for approval, the sooner you can get moving on your research.

*If you would like to continue research on a topic done in your undergraduate program or in SOWK 521, a copy of the completed research paper/policy analysis/etc. must be submitted with your approval request.

Discussions & Participation

Discussions will take place throughout the course to allow for input from classmates on your topic and research progress. Discussions will each require a unique post and a minimum of four replies. If a classmate asks you a question, you are expected to reply within 72 hours (3 days). It is for this reason that you are expected to check Blackboard daily. The quality of your posts and replies will be assessed and graded according to the rubric posted in the course.

Participation in Discussions is expected weekly. If you skip a week on any discussion, you will notice you will be graded accordingly. This is to prevent participation in discussion all at once. The idea of a discussion is that it is an ongoing back and forth, hence participation all at once will not suffice at the advanced master's level.

Zoom sessions may take place during the semester if requested by the class or if I feel there is a need for one. Attendance will factor into your participation grade.

Literature Summaries & Annotated Bibliographies

See information on Literature Summaries and Annotated Bibliographies in the Course Resources folder located in the Blackboard classroom.

Policy Brief

For this course you will complete an objective policy brief. This is different from an issue brief that some of you may have completed in a previous policy course. The objective policy brief is no more than one sheet of paper and should be under 750ish words. This is a factual document that will be derived from the information found in your research. Keep opinion and bias out of this document. It is designed to educate your reader and allow them to make their own decision as to the merits of the issue being presented.

White Paper

The culmination of your research for this class will result in the creation of a White Paper. It is a persuasive, authoritative, in-depth report on a topic that presents a problem and provides a solution. The

goal of a white paper is to inform and persuade based on facts and evidence. Check out this link for more information: <https://owl.english.purdue.edu/owl/resource/546/1/>

An “A” white paper looks like:

- Length: No fewer than six pages, including illustrations, charts, and references. Can be upwards of fifty if the topic requires that much detail. (Chances are, it won't.)
- Structure: There is usually a title page, table of contents, abstract, introduction, several pages educating the reader about the problem, several pages hypothesizing a solution, several pages offering an example of a solution to achieve results, and a conclusion.
- Density: Whitepapers aren't usually easy to skim - in fact, readers usually need to read them over more than once to get every morsel of information out of it.
- Style: Format that is professional, thought-provoking, well written, and well edited. True APA format is not required, however, err on the side of caution: define acronyms, double space, cite sources, etc.

Policy Involvement

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 (2-3 page) write up, OR

B) Active involvement in a policy movement with a mini-paper (5-7 pages) to discuss your involvement and reason for being supportive of the movement, OR

C) Attendance at an event with a paper (10-12 pages) examining the need and potential outcomes of the policy discussed.

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 April. 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 month's folder to find the proper assignment and submit. The grading for this class will be based on a 100-point scale and consist of:

Approvals (Research Topic, Policy Involvement Identification) **2%**

Participation (Library Tutorials, Discussions, Policy Involvement, Zoom meetings) **55%**

Research/Papers (Annotated Bibliographies, Policy Brief, White Paper) **43%**

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

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

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.

Miscellaneous:

ACCOMODATIONS

For special consideration due to the existence of a diagnosed and documented disability you must notify me during the first week of class. Reasonable accommodations will be made in accordance with the Americans with Disabilities Act and Section 504 and will comport with University guidelines.

WEATHER

In the event of severe weather, assignments will likely continue as scheduled due to the online format. If you are in an area that suffers a major natural or man-made disaster, please get in touch with me as soon as possible. I will adjust deadlines in accordance with the challenges presented.

If classes are cancelled at either Concord location (Athens or Beckley) assignments will be moved to the following day at the same time. Please look for an announcement in class or an email.

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.

Syllabus Disclaimer

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