



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 642 Advanced Rural Research Methods SOWK**

**Course CRN # and Section: CRN 20494 (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**

**Professor: Dr. Pattie Nishimoto**

**Office Location: JDS House**

**Office Hours: Mondays & Wednesdays  
(9:00 – 11:30 am)**

**Email: [pnishimoto@concord.edu](mailto:pnishimoto@concord.edu)**

**Phone: 304-716-4997/\*304-782-0510**

**Office Fax: 304-384-6091**

**College/Department Website:  
[www.concord.edu/sws](http://www.concord.edu/sws)**

**Course Description/Rationale:**

This is the second research course and is required for both foundation and advanced students. This research course is taken concurrently with Advanced Field Practicum. The course emphasizes the application of research methods for the evaluation of practice effectiveness and/or program outcomes in rural evidence-based practice. Students will choose an intervention and engage in the evaluation process. The course emphasizes the evaluation of evidence-based interventions and the utilization of the results to make practice decision that improve the quality of services, interventions and improve delivery of social services. Students will deepen their understanding of the essential components of research that was introduced in SOWK 541 or their BSW research methods course.

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

Richards, S. B., Taylor, R. L., & Ramasamy, R. (2014). *Single Subject Research: Applications in Educational and Clinical Settings*, 2nd ed. Belmont, CA: Wadsworth Cengage Learning.

Rubin, A. (2013). *Statistics for Evidence-based Practice and Evaluation*, 3rd ed. Belmont, CA: Wadsworth Cengage Learning.

**Recommended Text:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington: American Psychological Association.

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). New York, NY: Routledge.

**Concord University Educational Goal(s):**

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

Building on selected baccalaureate degree programs, the master's degree programs provide opportunities for highly specialized research and professional development.

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

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. An ability to interpret events and trends within historical contexts.
3. Acquaintance with principles underlying languages.

Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

**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.

#### **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 COMPETENCIES and RELEVANT ASSIGNMENTS:**

By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

**CSWE Dimensions:** Knowledge (Citi Course Assignment, Discussions, Research Project) /Skills (Discussions, Research Project)

**Competency 1: Demonstrate Ethical and Professional Behavior**  
**Advanced Behaviors**

**Advanced Behavior 3:** Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

**Advanced Behavior 4:** Apply ethical decision-making skills to address the use of technology in rural settings. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

## **Competency 2: Engage Diversity and Difference in Practice Advanced Behaviors**

**Advanced Behavior 5:** Recognize and understand the experience of isolation of minority groups in rural settings. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

**Advanced Behavior 6:** Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

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

**Advanced Behavior 7:** Understand, analyze, and implement strategies to address forms of rural oppression. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

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

**Advanced Behavior 9:** Identify, evaluate, and select rural practice strategies. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

**Advanced Behavior 10:** Promote and participate in the use of research to improve the effectiveness of rural practice. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

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

**Advanced Behavior 14:** Apply theories of human behavior and the social environment to rural practice. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

**Advanced Behavior 18:** Apply knowledge of practice within the rural context for the development of service systems. (*Assignment: Citi Course Assignments (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

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

**Advanced Behavior 19:** Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment. (*Assignment: Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

**Advanced Behavior 20:** Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment. (*Assignment: Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

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

**Advanced Behavior 22:** Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. (*Assignment: Citi Course Assignment (Knowledge), Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

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

### **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. (*Assignment: Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

**Advanced Behavior 25:** Contribute to the knowledge base of the social work profession through rural practice based research. (*Assignment: Discussions (Knowledge/Skills), Research Project (Knowledge/Skills)*)

**Reading Assignments:** The expectation is that students read assignments prior to all discussions, assignments, and synchronized activities. Remember, your professor knows not only what you post but also when you logged in, the amount of time spent on a post or project, and the number of views you have had of other students' posts. It is also mandatory to participate actively in all course discussions (as assigned in each module in Bb) and synchronized session, as well as read *all* of the assigned readings and post throughout each module not just once or twice a module or at the end. Thus, consistent dialog and discussion postings are required.

The following questions will help students to work through the voluminous assigned readings and organize their thoughts:

- a) What are the major organizing ideas or points in the reading? What are the subordinate ideas or points?
- b) What significant questions do the reading raise for students? Are there arguments contained in the reading that challenge students' current knowledge-based and understanding about social work practice with individuals, groups, and families in rural communities?
- c) In what ways does the reading reinforce, extend, challenge, or contradict students' own views about social work practice, particularly in rural communities?
- d) How does the main points of the reading relate to students' field practicum and/or social work experience?
- e) How does the reading(s) inform students' understanding about the use of self, solution-oriented social work practice, and group work, particularly in rural communities?

### **Course Requirements:**

The course consists of four (4) learning modules. Each learning module includes learning objectives and assignments. All assignments are submitted on Blackboard. Also, each learning module requires participation in a class discussion on Blackboard.

1. **Mini-Assignments (MA) and Quizzes (Q):** Complete and submit review exercises and/or quizzes on Blackboard. The mini-assignments and quizzes are located in the Course Assignment Folder.
  - **MA1:** Create an APA Formatted Template (worth up to 5 points).
  - **MA2:** Describe research informed practice and practice-informed research. Describe evidence-based practice (EBP) and the relevance of statistics. Discuss the difference between quantitative and qualitative research. Include citations from peer-reviewed journal articles that are no more than 5-years old, and textbooks to support your descriptions and provide at least three examples (worth up to 25 points).

- **MA3:** Complete the Database Search and Research Article Summary sheets as part of the search for literature about your research topic (worth up to 10 points).
  - **MA3:** HSRB Application (worth up to 10 points).
  - **MA4:** Conduct a review of the literature and complete the Database Search Form (worth up to 10 point).
  - **CITI Training:** Students will need to register for CITI Training at <https://www.citiprogram.org/> and select “Register” under “Create an Account.” This assignment is worth up to 10 points.
  - The three **quizzes** are worth up to 25 points each.
2. **Discussion Questions:** Discussion Questions will be posted on Blackboard. Each student must post an original (initial) response to the question(s) and then respond to other students’ posts. Your discussion grade will be determined by the quality and timeliness of your post. If you submit last minute, please do not expect high scores. The Discussions are time-limited and you will not be able to access them after the closing date.
- The discussions are not optional; they are required.* Make unique contributions clearly connected to the content covered in course materials, which you have read. Do not simply compliment (e.g., ‘interesting point’) or support/disagree (e.g. “I agree with you” or “I do not agree”) another student’s work; *no credit* will be given for these types of comments. Postings should also be an on-going dialog of the course material, as well as the articles that are posted by students rather than completing all at once. For further guidelines, please review “How to Post Discussions on Blackboard” in the Course Information folder.
3. **Synchronous Sessions (Sy):** There are monthly Sy sessions during the semester to discuss students’ progress with their research project. Each session is worth up to 10 points.
4. **Research Project:** Each student will complete a research project. The project will evaluate the effectiveness of an intervention with either a client/group if in field or on themselves if not. The use of a single-case design or a group design will be utilized for the evaluation of interventions. The project will include the identification of a research problem and research questions, the review of literature, the design of the study, description of method of data collection and analysis, collection of data, analysis and interpretation of data, and writing the paper. All projects must be approved by the course instructor and the student’s field instructor (if applicable) prior to engaging in the research. Informed consent must be obtained from the client. The research paper must be written using the format of the Publication Manual of the American Psychological Association for in-text citations, reference lists and paper format. The research report is worth up to 100 points.

There are three written draft assignments associated with the Research Project in addition to the final Research Project Report (term paper), along with a video recorded presentation and evaluation. These draft assignments include:

- Research Project Approval Form (worth up to 10 points)
- Draft Literature Review Section (worth up to 20 points)
- Draft Methodology Section (worth up to 20 points)
- Draft Results and Discussion Sections (worth up to 20 points)
- Video Presentation (worth up to 15 points)

- Evaluation of Presentations (worth up to 15 points)

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

**Course Evaluation:**

Activity:	Worth up to points:
Mini-Assignments/Quizzes (pts. vary)	125
Discussion Questions (3 @10 pts. ea.)	30
CITI Training	10
SY Sessions (4 @10 pts. ea.)	40
Research Project	
Proposal	10
HSRB Application	10
Literature Review Draft	20
Methodology Draft	20
Results and Discussion Draft	20
Video Presentation	15
Evaluation of Presentations	15
Research Report	100
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Total Possible Points	405

The final course grade will be based upon the total percentage of the number of points accumulated on the above activities:

A	100 – 90%
B	89 – 80%
C	79 – 70%
F	Below 70%

**Grading:**

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

**Academic Policies:**

Please see the Concord University Social Work Program Student Handbook for additional policies regarding expectations and rights afforded to graduate students

<https://www.concord.edu/sws/sites/www.concord.edu.sws/files/files/MSW%20Student%20Handbook%2011-14-18.pdf>.

**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.

**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.)

**Late Assignments:**

With the exception of certificated written accommodations provided by Concord's Student Affairs/Disabilities Services office or unforeseen family and/or personal emergencies, late discussion posting and submissions of written assignment are typically not be accepted. Therefore, plan ahead of time for potential Internet malfunction and/or conflict with employment schedule. Avoid waiting last minute to work on written assignments, or submitting assignments minutes prior to the deadline. It is also imperative that students submit their assignments via Blackboard (Bb).

Understand however, that students must email the instructor via course messages 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 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.

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

See above

**Proper Netiquette:**

The Cybersmile Foundation provides basic netiquette which should be utilized in discussion posts and in other communication in this course. (<https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette>)

**Examples of Good Netiquette:**

- Include context. When commenting on a message thread it is good netiquette to include a relevant quote from the original message to give context to your comment.
- Check, then click. Before you post a comment, double check that you are saying exactly what you want to say. One small error can completely change the meaning of your message, so read and read again before sending. We are only human. Remember that an actual person with real feelings, beliefs, imperfections and emotions is behind every message, email or comment. It's sometimes easy to get carried away and write something that you would not dream of saying to someone's face.
- Do you get it? Jokes, dark humor and sarcasm are often difficult to convey over the internet. So to avoid potential misunderstandings always indicate the humorous nature of your comment. You could do this by using emoticons, putting "lol" (laugh out loud) at the end of the message or by starting with a phrase like, "On a lighter note..."
- Newbies. We were all once new to emails, messaging and forum posts so always try and help someone new who is making mistakes.
- Don't spam! It is normal to want to be noticed in the crowd of people on social media – but spamming (another word for sending the same or similar messages lots of times) can be annoying and may have the opposite effect!
- Express yourself. Don't be afraid to express yourself openly and honestly. Netiquette is not about restricting expression but about making it easier for people to understand. Allow others to express themselves too. Remember that everybody has an opinion, so allow them to express it. You may

have to agree to disagree on many issues, but just make your point and move on. Don't let a simple difference of opinion escalate into an argument.

- Don't SHOUT. Avoid writing whole words or sentences in capital letters. This is the equivalent of someone SCREAMING IN YOUR EAR!
- Respect people's privacy. Don't pass on another person's private information or photos unless you have their permission. Not only is this bad netiquette but you may also be accused of cyberbullying or online harassment.
- Avoid conflict. Trading insults and abuse – also known as 'flaming' – is not good netiquette. It is pointless and negative and could get you banned from the site. Avoid being drawn into fights and never post abuse on someone's message board.

### **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](mailto: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](mailto:cuhelpdesk@concord.edu).

## **Syllabus Disclaimer**

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