



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 511 Generalist Human Behavior and the Social Environment**

**Course CRN # and Section: CRN 20798, 2AS**

**Semester Taught (including year): Spring 2019**

**Credit Hours: 3**

**Prerequisites: Admission to the MSW Program**

**Course Time (if applicable): Online**

**Building and Room Number (if applicable): Online**

**Professor: Shawn Allen**

**Office Location: Marsh Hall, 107B**

**Office Hours: M,W,R 10am-11:30am,  
T – 1:30pm – 3:00pm**

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

**Phone: 304-384-5299**

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

### **Course Description/Rationale:**

This is the generalist HBSE course. The course provides the foundation for understanding of and practice from a human behavior across the lifespan perspective at the micro, mezzo, and macro levels. All levels of HBSE are examined from multiple theoretical models including systems theory and from the strengths perspective. Students will develop critical thinking and assessment skills for competent social work practice.

### **Course Format:**

This course is delivered in an online seminar style utilizing both synchronous and asynchronous methods. The synchronous class meetings will be held online.

**Course Management System:** Blackboard

### **Hardware/Software Needed:**

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

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>.

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.

### **Text requirements:**

Berk, L. (2014). *Development through the lifespan* (6th edition). New Jersey: Pearson (ISBN: .325467)

Saleebey, D. (2009). *The strengths perspective in social work practice* (6th edition). New Jersey: Pearson (ISBN: 7980205084432)

Articles and other readings, as assigned through the semester.

### **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* (7th edition). New York: Routledge.

## **Concord University Educational 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:**

**NASW Code of Ethics:** Students are expected to adhere to the NASW Code of Ethics.

## **2015 Educational Policy and Accreditation Process (EPAS)**

### **Overall Core Competencies for Social Work Education Including Concord University Specific Generalist and Specialization Advanced Behaviors for All 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 judgment and behavior.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Generalist Behaviors**

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

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

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

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

### **Specific Learning Outcomes**

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: Self-reflection (Cognitive/Affective Reactions, and Values), self-evaluation (Cognitive/Affective Reactions, and Values)*)

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (*Assignments: Self-reflection & Evaluation (Cognitive/Affective Reactions, Knowledge, and Values), Discussion postings (Cognitive/Affective Reactions, Knowledge, and Values)*)

**Behavior 3:** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (*Assignments: Discussion posting & Participation (Cognitive/Affective Reactions, Knowledge, Skills, and Values)*)

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes. (*Assignment: Discussion posting (Cognitive/Affective Reactions, Knowledge, and Values)*)

**Behavior 5:** Use supervision and consultation to guide professional judgment and behavior. (*Assignment: Human Development Project (Knowledge and Skills), Discussion posting (Cognitive/Affective Reaction, Values)*)

## **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 posting (Cognitive/Affective Reactions, and Values)*)

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences. (*Assignment: Discussion Forum (Cognitive/Affective Reactions, and Values)*)

**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/participation (Knowledge, Values, Cognitive/Affective Reactions), Discussion posting (Cognitive/Affective Reactions, 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: Human Development Project (Knowledge and Skills), Discussion posting (Cognitive/Affective Reactions, and Values)*)

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice. (*Assignment: Human Development Project (Cognitive/Affective Reactions, 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: Human Development Project (Knowledge and Skills)*)

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (*Assignment: Human Development Project (Knowledge and Skills)*)

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery. (*Assignment: Human Development Project (Knowledge and Skills)*)

**Competency 5: Students will 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. (*Assignment: Human Development Project (Knowledge and Skills), discussion posting (Cognitive/Affective Reaction, and Values)*)

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services. (*Assignment: Human Development Project (Knowledge and Skills), discussion posting (Cognitive/Affective Reaction, 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: Human Development Project (Knowledge and Skills), discussion posting (Cognitive/Affective Reaction 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: Human Development Project (Knowledge and Skills)*)

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (*Assignment: Human Development Project (Knowledge, Skills, Cognitive/Affective Reactions, and values)*)

**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: Human Development Project (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**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: Human Development Project (Knowledge and Skills)*)

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (*Assignment: Human Development Project (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 22:** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (*Assignment: Human Development Project (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

## **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: Human Development Project (Cognitive/Affective Reactions, Knowledge, Skills, and Values)*)

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (*Assignments: Human Development Project (Cognitive/Affective Reactions, Knowledge, Skills, and Values)*)

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (*Assignments: Human Development Project (Knowledge, Skills, Values)*)

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (*Assignments: Human Development Project (Cognitive/Affective Reactions, Knowledge, Skills, and Values)*)

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals. (*Assignments: Human Development Project (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

## **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: Human Development Project (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: Human Development Project (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (*Assignment: Human Development Project (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (*Assignment: Human Development Project (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

## **Course Requirements:**

### **Assignments**

The expectation is that students read assignments prior to all discussions, assignments, and synchronous sessions. Remember, your professor knows now 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 synchronous sessions, 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 student to work through the voluminous assigned readings and organize their thoughts.

1. What are the major organizing ideas or points in the readings? What are the subordinate ideas or points?
2. What significant questions do the reading arise for students? Are there arguments contained in the readings that challenge students' current knowledge-based and understanding about human behavior in the social environment?
3. In what ways does the reading reinforce, extend, challenge, or contradict students' own views about human behavior in the social environment?
4. How does the main points of the reading relate o students' field practicum and/or social work experience?
5. How does the reading(s) inform students' understanding about the human behavior in the social environment?

**Discussion (20 points each x 5= 100 points):**

The intent of Blackboard (Bb) discussions is to complement the readings. Therefore, these take time to read, think, reflect, and respond to others. Give yourself enough time to do these thoroughly, thoughtfully, and respectfully. Students in the past have stated that the discussions are a great part of the course, while at the same time, advising current students to make sure they give themselves enough time and to not get behind.

Students must post for each discussion questions/topic. In other words, the discussions are not optional; they are required. Make unique contributions clearly connected to the content covered in the 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?") with another student's posting; no credit will be given for these types of comments. Postings should also be an on-going dialog of the course material rather than completing all at once, and you must respond to at least three of your peers on each discussion.

**Project Proposal Paper (25 points):**

The approval form includes the identification of a human development topic you would like to further study and your prior knowledge regarding the topic. You must also identify any personal values on this topic, and what you hope to learn. Students may work in pairs or in groups of three members; submitting one proposal paper, which also outlines each students' responsibilities for completing the project.

**Final Rough Draft of the Project Paper (25)**

This is an early submission of the final project ROUGH DRAFT, which provides the student with an opportunity to submit your final project the instructor for review and feedback prior to the final submission and grade. Many students struggle with the concept of a professional literature review; therefore, if you are not comfortable with writing a literature review, this will enable you to improve upon your work before the final grading. At this point, your paper may not be complete, but should be written in the standard APA format.

**Final Project: Human Development throughout the Lifespan (100 points)**

Each student will choose in collaboration with approval of the instructor, a biological/psychological/social issue of your choice that is relevant to human development throughout the lifespan and conduct a review of the literature covering those issues for all stages throughout the lifespan. The literature review should not include the students' perspective or opinions, only the synthesis of

information that is provided in the current literature regarding the topic. The primary source literature should be articles from peer-reviewed journals and textbooks. Included in this paper are:

1. Signed approval of the proposal
2. Title page
3. Abstract page
4. Literature Review of the Human Development Issue
5. Conclusions and Recommendations
6. References page

All major sections of the project should be identified with appropriate headings (refer to the APA manual), using additional subheadings as appropriate in all sections to delineate different topical areas. As with all APA style and formatted papers, the inclusion of an abstract page and references page is necessary for the final term paper.

### **My Virtual Child (50 points)**

Students will participate in an online lab in conjunction with the Berk text throughout the semester. This must be purchased.

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

**Course Grade:** (300 points possible)

- A = 270 – 300 points
- B = 240 – 269 points
- C = 210 – 239 points
- F = 209 points & below

Student could earn a maximum of **300 points** during the semester.

Late submissions of assignments will not be accepted without prior approval from the instructor. Once late submission is approved by the instructor, the highest score possible is an 89% of the total points for the assignment. The instructor has sole discretion for approval of such a request. Requesting for late submission of discussion postings will not be granted.

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

Module 1: 1/14/19 – 2/3/19

Module 2: 2/4/19 – 2/24/19

Module 3: 2/25/19 – 3/24/19

Module 4: 3/25/19 – 4/14/19

Module 5: 4/15/19 – 5/3/19

### **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."**

### **Miscellaneous (for example):**

#### **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>.

#### **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.