

# STUDENT HANDBOOK

Bachelor of Social Work  
Concord University  
Athens, West Virginia 24712

This handbook provides information about the Bachelor of Social Work Program at Concord University. It is intended to give you a basic reference to our Social Work Program and should not be utilized to replace other more comprehensive documents identifying your rights and privileges as a social work student at Concord University. If you have questions about the content of this document, please contact one of the social work faculty or call our office at (304) 384-6260, see our web page at [www.concord.edu/sws](http://www.concord.edu/sws), or e-mail us at [socialwork@concord.edu](mailto:socialwork@concord.edu).

Concord University .....	2
Affirmative Action and Nondiscrimination Policies .....	3
Admissions and Retention: Criteria and Procedure .....	4
Program Mission Goals.....	9
Professional Affiliation and Certification .....	10
Advising.....	10
Program of Study .....	11
Course Descriptions .....	12
Field Instructions .....	16
Faculty and Staff.....	16
Student Rights.....	19
Concord University Social Work Organization.....	20
Phi Alpha Honor Society .....	20
NASW Code of Ethics .....	20
Appendices	
Prerequisite Exception Request Form.....	22
Application for Admissions .....	23
Social Work Application Process .....	26
Sample Curriculum Plan – Athens Campus.....	27
Sample Curriculum Plan – Beckley Campus.....	28
Progression Sheet.....	29
Course Completion Plan .....	30

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## **CONCORD UNIVERSITY**

### **HISTORY & PURPOSE OF CONCORD UNIVERSITY**

Concord University was established on February 28, 1872 by an act of the West Virginia State Legislature, and was officially opened on May 10, 1875. The University currently enrolls 2,451 students, and has a 15:1 student to faculty ratio.

Concord University is a selective baccalaureate and graduate institution with a strong commitment to programs of excellence in teacher education, business, pre-professional programs in the arts and sciences, and public service. Promoting student learning is the University's primary function, complemented by scholarly activity and public service that contributes to the balanced and enduring economic development of southern West Virginia, to enrichment of the region's general quality of life, and to the improvement of the public schools. Concord University is committed to its role as a liberal arts undergraduate studies University with an emphasis on academic programs that proceed from or relate to that orientation. The University has a carefully defined and clearly understood vision of the liberally educated person, and judges quality and success on the basis of knowledge and performance measured in relation to those ideals.

Intensified recruiting, more generous scholarships, and increased selectivity enable the University to serve students who are more diverse culturally and geographically, better prepared, and whose talents are most likely to be enhanced and refined by the particular challenges fashioned by the University. Service to the people of rural southern West Virginia – primarily Mercer, McDowell, Monroe, Raleigh, Wyoming, Summers, Greenbrier, and Fayette counties – is the principal animating commitment of the faculty and staff. An upper-division partner with community colleges proximate to its campus, Concord is West Virginia's only residential University south of Beckley.

Using the excess capacity of existing facilities in selected communities, Concord will continue to offer off-campus learning opportunities where resources permit quality instruction. Expanding educational services to students in the region through collaboration and cooperation with other colleges and universities will remain an important consideration.

### **MISSION OF CONCORD UNIVERSITY**

The Mission of Concord University is:

“to provide quality liberal arts based education, to foster scholarly activities, and to serve the regional community.”

Concord University provides rigorous programs that prepare students to pursue various career options or graduate study. Concord's graduate and undergraduate programs lead students to assume leadership and professional roles in a multicultural society and prepare students to face the challenges of globalization. Concord is committed to serving a diverse student body including traditional, non-traditional, local, national and international students. While we incorporate a variety of educational approaches, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University.

As a learning community Concord University is committed to furthering knowledge through professional development activities and programs, through research, and through the application, publication and appreciation of scholarly efforts

The primary purpose of Concord's mission is academic; however, the service the University provides to its state and region goes beyond the classroom. Concord University contributes to the quality of the cultural and economic life in southern West Virginia through collaboration with both public and private organizations and agencies and through extension of its support and assistance into the region it serves.

Ultimately, Concord University measures its success by the fulfillment alumni find in their careers and throughout their lives.

### **AFFIRMATIVE ACTION AND NONDISCRIMINATION POLICIES**

The Concord University Affirmative Action Officer actively monitors affirmative action in compliance with Title IX of the Education Act and 75-50 of the Internal Revenue Code. The Affirmative Action Office is in Marsh Hall, Room 204. Concord is an Equal Opportunity/Affirmative Action employer. All prospective and current members of the student body, faculty, and staff are afforded equal opportunity on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, national or ethnic origin, sexual orientation, or disability as identified and defined by regulations and law. The University neither affiliates knowingly with nor grants recognition to any individual, group, or organization having policies that discriminate on these bases. The University is in compliance with Federal Executive Order 11246 as amended, Title VII of the Civil Rights Act, the West Virginia Human Rights Act, Title IX (Educational Amendments of 1972), Sections 503 and 504 of the Rehabilitation Act of 1973, and other applicable laws and regulations. For Title IX procedures for complaints or concerns, please see the Concord University Student Handbook for policies and protocols, or ask for copies from the Office of Student Affairs.

Concord adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA). For more information about student rights under this statute, please contact the Registrar's Office, Room 202, Marsh Hall (extension 5237).

The University does not discriminate on the basis of race, color, sex, religion, national or ethnic origin, sexual orientation, or disability as identified and defined by regulations and law, in the administration of admissions, educational policies, curriculum, the selection of textbooks, scholarship and loan programs, athletic opportunities, and employment.

It is the policy of Concord University that sexual harassment in any form will not be tolerated. The University herein affirms that employees have a right to work and students have a right to study in a positive atmosphere free from sexual harassment and abuse.

To the end, Concord University has adopted a Sexual Harassment Policy which gives the definition of harassment and outlines the procedures to follow in the event a student or employee believes harassment is occurring or has occurred. Copies of the entire policy are available from faculty advisors, administrative offices, residence hall directors, the Office of Housing and Student Residential Life, the Office of Public Safety, the Office of the Vice President and Academic Dean, the President's Office, and the Office of Human Resources.

For students with disabilities who need assistance with academic or facilities issues, please contact the Office of Disability Services, at 1-304-384-6086 in the Student Center or e-mail the office at [nellison@concord.edu](mailto:nellison@concord.edu). For complaints or concerns about disability services, please see the disability protocols and grievance procedures as listed in the Concord University Student Handbook, or ask for these from the Office of Student Affairs.

## **ADMISSIONS AND RETENTION**

### **CRITERIA AND PROCEDURE**

#### Admission to Concord University

Students must meet the following requirements for entrance to Concord University:

A. Have an overall grade point average of at least 2.00 or higher and a composite score of 18 on the American University Testing Program (ACT) or 950 on the Scholastic Assessment Test (SAT);

B. Complete the required high school units at an approved secondary school:

- a. 4 English (including courses in grammar, composition, and literature)
- b. Social Studies (including U.S. History)
- c. 4 Mathematics (three units must be Algebra I and higher)
- d. 3 Science (all courses to be college preparatory and each course to include a laboratory. Courses might include biology, chemistry, physics, etc.)
- e. 1 Art
- f. 2 Foreign Language (Two units of the same foreign language)

C. Complete an application form; and

D. Arrange for official copies of high school credentials, the results of the ACT or SAT and a satisfactory health form (after admission) to be forwarded to the Admissions Office.

Applicants for admission who have been out of high school for more than five years or who meet the established GED requirements may be exempted from the specific high school curricular requirements.

Applications from individuals who are not high school graduates will be considered only if they attain GED scores of 45 on each of the five parts of the GED test, or have an average standard score of 50 or above on the entire test. Such applicants must be seventeen years of age or past the age they would have been if they remained in high school until graduation.

In-state and out-of-state applicants are considered under the same admission policy.

Provisional admission may be granted in instances where institutional officials have evidence that the student has the potential to successfully complete University-level work.

The student may indicate an interest in social work at the time of admission to the University. Upon declaring an interest in the Social Work Program, the student is assigned to a pre-major category and will have a social work faculty member as an advisor. The advisor will explain all the Program admission requirements and provide the student with Program information.

### **Admission to the Social Work Program**

#### Admissions Criteria:

Once students are admitted to the University they must take the following classes before applying for formal admission to the Social Work Program. Admission to the University does not automatically insure admission to the Program.

#### Criteria:

Students are eligible to apply for admission after they have completed the required 30 credit hours of designated courses at Concord (see list below). Application into the Social Work program must be submitted prior to enrolling in Social Work Research Methods, SOWK 307.

1. Completion of the courses listed below, which includes the designated liberal arts content. The overall grade point average of these courses must be at least a 2.00 with a 2.5 in Social Work 161 (Introduction to Social Work) and in Social Work 229 (Group Dynamics and Group Processes). No grade of less than "C" can be accepted for Social Work 161 or Social Work 229.

The designated content includes:

- English 101                      Composition and Rhetoric I
- English 102                      Composition and Rhetoric II
- Psychology 101                  General Psychology
- Sociology 101                   People and Their Social Environment
- Social Work 161                Introduction to Social Work
- Social Work 229                Group Dynamics and Interviewing Skills

Successful completion of these designated courses demonstrates that the student has attained the general knowledge prescribed as the liberal arts base and upon which the professional foundation will be built.

2. Demonstration of written and spoken communication skills at a level acceptable for successful study of the professional foundation content. The writing skills will be evident as faculty review writing samples from classes, from the writing contained in the biographical reflection, and from other sources that may be requested by the Admission and Retention Committee members. Spoken communication is demonstrated during student performance in the classroom and through the communication within the admissions interview. Writing is a critical part of the professional social worker's job and basic communication skills must be demonstrated before the student advances to the professional foundation courses.
3. Demonstration of compatibility with the basic values and ethics of the social work profession. This will have been demonstrated through interaction with faculty, by success in the beginning social work classes in which values and ethics content is included, through advising sessions with faculty, and through the discussions in the admissions interview.
4. Absence of personal problems or circumstances that would prevent their ability to function in class and/or in the many agency field experiences included in the course of completing the Social Work curriculum. The faculty recognizes that students occasionally have personal problems and that they are often able to overcome these problems with minimal adverse effect on personal functioning. Also, the faculty recognizes that within the social work profession, diversity is valued and there is a tolerance for a wide range in points of view and lifestyles. However, the faculty also believes that some behaviors are inappropriate for social workers and that some personal problems or circumstances can be sufficiently significant to impair the ability of the person to function in the study of the Social Work curriculum. Efforts will be made to help the person achieve an acceptable level of functioning to meet the standard.

Admissions and Retention Committee meetings are held several times throughout each semester. Students will schedule an appointment with the Admissions and Retention Committee by giving their completed admission packets to the support staff person in Marsh Hall 107. Students will be

notified of a time and date for their interview with the Admissions and Retention Committee, which consists of all full-time social work faculty. Before requesting an interview with the Committee:

- a. Complete an Application for Admission Form. Forms are available online, at <http://www.concord.edu/sws/node/17>. Applications may be submitted online or a hard-copy may be submitted to the program support staff. Students may present any additional information they choose to support their request to be admitted to the Program.
- b. Provide three letters of reference from persons who can attest to character, capabilities, and general suitability to enter a profession devoted to direct service work with people. One letter must be from a faculty member (other than social work faculty) who has had the student in class. The other letters may be from faculty, agency professional staff, or from persons the student has worked with either in a volunteer or paid work experience.
- c. Write an “autobiographical reflection” describing their basic belief system, career goals and experiences which have contributed to the decision to pursue a degree in social work.

Faculty will review all the information brought before the Committee and will ask questions of the applicant related to his or her education, life, volunteer, work experience, and career goals. Students will be expected to demonstrate familiarization with the NASW Code of Ethics at the time of the interview. They may be asked to comment on any concern areas that arise from the application process.

After deliberation by the Admissions and Retention Committee, the Committee may render a decision or request additional information of the applicant. Students will be notified, in writing, of the decision. The Committee can determine full-acceptance, non-acceptance, or provisional acceptance. A majority vote of the faculty is required to admit a student to the Social Work Department. In the case of provisional acceptance, specific conditions for full acceptance will be indicated with an appropriate time frame for completion and review.

If interested, students may also apply for the MSW program, positioning themselves for completion of a BSW/MSW in five years. The graduate application fee is waived. In order to maintain eligibility, students must uphold ethical standards and maintain a 2.75 overall GPA and 3.0 GPA in bachelor’s level social work courses. If standards are not maintained, students are no longer a part of the 5 year program, but are welcome to apply for the Standard MSW program. If applying for the 5 year MSW program, students must also address in their autobiographical reflection: perceptions regarding a social issue, view of social and economic justice in rural settings, and reasons for pursuing an MSW.

Students may appeal an admissions decision. The first line of appeal is to submit a written request to the Committee including additional information as to why the Committee decision was not justifiable. The Committee will grant the student an interview, if requested to do so. The Committee will provide a response to the reconsideration decision. Additionally, students have the right to appeal the decision utilizing the appeals and grievance procedures of the University as described in the Student Handbook and in the Concord University Catalog.

## **Retention and Termination**

### Retention Criteria:

If positive attempts to help the student address their questionable academic or professional performance have proven unsuccessful, the issue of continuance is brought before the Admission and Retention Committee. Any social work faculty can request a meeting of the Admission and Retention Committee for the purpose of considering information concerning possible student violation of the retention criteria. The student will be notified of Committee intent to review circumstances related to the area of concern. The student may appear before the Committee or have anyone appear on his/her behalf. The Admission and Retention Committee will conduct a thorough review of the information brought before the Committee. After careful deliberation, the Committee will, by majority vote, render one of the following decisions:

- a. determine that there is insufficient information to initiate an adverse action;
- b. determine that there is sufficient evidence to warrant an adverse action, which may include termination from the Program;
- c. determine there is sufficient evidence concerning the designated issues and that a corrective action is realistic. In this case, the student will receive a provisional continuation with an appropriate plan for restoration developed with a designated time for compliance.

The decision of the Admission and Retention Committee will be made known to the student by certified mail within five (5) days of the Committee decision.

The first line of appeal is to the Admission and Retention Committee. The student may request up to four weeks additional time to prepare materials for the appeal. The appeal must be presented in writing.

If the decision is not reversed at the first level, the second line of appeal for the student is to the Academic Standards Committee. This is a faculty sub-committee of the Concord University Academic Policy Committee, charged with the responsibility of hearing student appeals about adverse academic decisions. Appeals must be made in writing.



The third line of an appeal, following the decision of the Academic Standards Committee, is made through the Provost and Academic Dean and then, lastly, through the President of the University, the final appeal within the University.

## **PROGRAM MISSION AND GOALS**

The mission of the Social Work Program is:

“to prepare students for beginning generalist professional social work practice in a wide range of settings and with diverse populations and issues through education, research, and service with special appreciation for the peoples, communities and institutions of West Virginia, Appalachia, and other rural areas.”

The Concord Social Work Program Goals are as follows:

1. Students will be competent professional generalist social workers conducting practice by engaging, assessing, intervening and evaluating with diverse individuals, families, groups, organizations and communities with diverse issues and needs.

Other interrelated goals of the Concord Social Work Department are:

2. Students will be able to identify with and adhere to the values and ethics of the social work profession including (but not limited to) service, social and economic justice, advancement of human rights, the dignity and worth of the person in the context of the social systems in which he/she lives and works, diversity, the importance of human relationships, integrity and competence.
3. Students will demonstrate the ability to practice with diverse populations across multiple levels with a focus on human rights, and social and economic justice in changing social contexts and environments including rural areas.
4. Students will demonstrate the responsibility and the skills to continue professional development throughout their professional careers through multiple methods including but not limited to; scientific inquiry, use of publications, scholarly efforts and participation at professional meetings.
5. Students will demonstrate critical evaluation skills utilizing scientific inquiry, theory, practice and critical thinking to inform and improve professional generalist social work practice.
6. The Concord Social Work Program will provide to southern West Virginia and surrounding areas, resources for effective provision of services, including but not limited to opportunities for advocacy, continuing education, consultation, and research.

## CSWE CORE COMPETENCIES

**Concord University Social Work Program Core Competencies and Operationalized Behaviors are available on the Social Work Website, <https://www.concord.edu/sws/node/16>.** The competencies are also provided on all social work syllabi. The competencies that are connected to each learning outcomes for a course are also provided in the syllabi.

### PROFESSIONAL AFFILIATION AND CERTIFICATION

As a student in a Council on Social Work Education (CSWE) accredited social work program, you are eligible for membership in the National Association of Social Workers. This is made available to you at a reduced fee while you are a student. Several Concord University students belong to the National Association of Social Workers and we often have students attending both the West Virginia Chapter conferences as well as the national conferences. Students may have registration fees for these conferences waived by registering for volunteer work.

West Virginia requires that social workers be licensed if they are to practice social work in West Virginia. Graduates of the Concord University Social Work Program are eligible for licensure at the beginning professional level of practice.

Students are also eligible to test for a number of Federal and State of West Virginia Civil Service job classifications, serving selected public and private social service agencies in West Virginia. BSW graduates seeking social work positions are not required to take the West Virginia Civil Service test, but most apply to be placed on the Civil Service Registry.

### ADVISING

Each student is assigned a social work faculty advisor at the time of his/her request to declare social work as a field of study. Usually, the student will retain the assigned faculty as his/her advisor for the duration of study at Concord University. Students may request a change of advisor. The Department will try to accommodate these requests within the limits of faculty workload.

The faculty advisor is expected to meet regularly with his/her student advisee. The academic advising involves helping the student with course selection and with his/her understanding of university policies and procedures. Course progression sheets for both the general studies content and the social work required content are utilized during the advising process.

In addition to academic advising, faculty provide professional social work advisement for our students' learning. The student is encouraged to explore his/her motivation and aptitude for wanting to be a social worker. The advisor also works with the students in preparation for their formal admission to the Social Work Program.

## PROGRAM OF STUDY

Social work at Concord University began in 1971 as a concentration. The West Virginia Board of Regents approved social work as a separate four-year program beginning in the Fall Semester of 1974. The Bachelor of Social Work is the degree offered by the Department of Social Work.

The curriculum is designed to equip students with the knowledge, values, and professional skills of social work. The program provides opportunities to learn through classroom study and through supervised field instruction. The goal is to develop beginning level competency for social work practice. This process of developing beginning competency is highly individualized. Learning needs and processes of each student must be taken into consideration.

The successful completion of the Bachelor of Social Work Degree (BSW) requires the completion of the credit hours of courses including the following:

Academic credit for life experience or for previous work experience will not be awarded for field instruction or for courses in the professional foundation area.

A general studies program required for all baccalaureate degrees at Concord University. This liberal arts curriculum includes:

- a. Two written communication classes
- b. One oral communication class
- c. One literature class
- d. One history or philosophy class
- e. One fine arts class
- f. Three social and behavioral sciences courses
- g. Seven to eight credits in natural science
- h. One math class
- i. One physical wellness class

(Refer to Appendices for General Studies Progression. The general studies curriculum is also described in the Concord University Catalog)

In addition to the general studies courses listed above, students must also complete 49 semester credit hours of social work curriculum including the following courses:

- a. Social Work 161 – Introduction to Social Work
- b. Social Work 229 – Group Dynamics & Interviewing Skills
- c. Social Work 236 – Human Behavior & Social Environment Theories
- d. Social Work 237 – Human Behavior & Social Environment Across the Lifespan
- e. Social Work 301 – Social Policy and Services History
- f. Social Work 302 – Human Diversity
- g. Social Work 303 – Social Policy and Services Analysis
- h. Social Work 370 – Social Work Research Methods

- i. Social Work 307 – Practice with Individuals & Families
- j. Social Work 308 – Practice with Groups
- k. Social Work 309 – Practice with Communities & Organizations
- l. Social Work 4601 and 4602 – Field Instruction  
(Refer to Appendices for Social Work Progression Sheet.)

In addition to the required social work courses, there are 31 credit hours of foundation courses and cognate area courses required for the Bachelor of Social Work degree. Some of the courses also meet one of the general studies requirements. The cognate area courses include:

- a. Biology 101 or 102 - General Biology I
- b. Math 105 – Elementary Statistics
- c. Policy Cognate Area:
  - Political Science 101, 104, 202, 204, 319, Management 308 or Geography 319
- d. Psychology 101 - General Psychology
- e. Human Behavior in the Social Environment Cognate Area: Psychology 322, Sociology 201, 301, 307, Philosophy 316 or 360
- f. Social Science 2701 - Introduction to Academic Research
- g. Sociology 101 - People and Their Social Environment
- h. Diversity Cognate Area:
  - Sociology 221, 321, Geography 319, Appalachian Studies 101, 200 or Resort and Tourism Management 226

The student works with his/her advisor to work out a series of elective courses to complete the 120 credit hours. There are six elective social work courses and periodic special topics courses. Most students take at least four of these courses. Students are required to complete at least two social work electives.

Students must earn a 2.5 (4.0 scale) on all social work and cognate area courses. In particular, students must have a grade of ‘C’ or better in SOWK 307, SOWK 308, and SOWK 309.

The curriculum is sequential and the prerequisites are identified in the Concord University Catalog.

## **COURSE DESCRIPTIONS**

### **REQUIRED COURSES**

SOWK 161 – Introduction to Social Work – 3 hrs.

Explores the multifaceted career opportunities of the social work profession, with an emphasis on human behavior, social and economic justice, and human diversity. Social work practice, values, and ethics are examined.

SOWK 229 – Group Dynamics and Interviewing Skills – 3 hrs.

Integrates theoretical-conceptual perspectives about group communications and interviewing skills, applying this information to practical problems and situations, focusing on behavior of individuals and groups with an emphasis on effective individual and group skills for both intrapersonal and interpersonal growth and development.

SOWK 236 – Human Behavior and Social Environment Theories – 3 hrs.

*Prerequisites: SOWK 161.*

*Pre or co-requisites: PSY 101; SOC 101; BIOL 101 or 102.*

Methodological and theoretical study of the biopsychosocial elements of human behavior. Students will develop a theoretical and conceptual knowledge of human behavior applicable to competent social work practice.

SOWK 237 – Human Behavior and Social Environment Across The Lifespan – 3 hrs.

*Prerequisite: SOWK 161.*

*Pre or co-requisites: PSY 101; SOC 101; BIO 101 or 102.*

Methodological and theoretical study of the biopsychosocial elements of human behavior. Students will develop a theoretical and conceptual knowledge of human behavior applicable to competent social work practice.

SOWK 301 – Social Policy and Services History – 3 hrs.

*Prerequisites: SOWK 161.*

First of two required social welfare policy courses within the social work curriculum. The primary focus of the course is on the history of social work and social policy. The forces driving policy decisions are examined within a historical framework. The differential impact of social policy on diverse and oppressed groups is developed.

SOWK 302 – Human Diversity – 3 hrs.

An overview of racial, ethnic, gender, and sexual orientation issues. The first third of the course focuses on the sources and consequences of prejudice and discrimination. The next portion focuses on analysis of the origin and present status of minorities. The last portion focuses on goals and strategies of change in minority relations.

SOWK 303 – Social Policy and Services Analysis – 3 hrs.

*Prerequisite: SOWK 161.*

Second of two social work policy classes. Provides students with a framework to analyze current social policy, taking into consideration both historical influences and current factors shaping these policies. A framework for policy analysis, incorporating the principles of social and economic justice, is also included. Content is provided on policy formulation, incorporating the processes influencing policy decisions.

SOWK 370 – Social Work Research Methods – 4 hrs.

*Prerequisites: SOWK 161; SOSC 2701; MATH 105 (may be taken concurrently).*

Familiarizes the student with quantitative and qualitative research methods, the research process,

and the role of research in professional practice. Students conduct a community-based research project. Emphasis is placed on evaluation of all levels of practice. (3 hour lecture, 1 hour lab).

**SOWK 307 – Practice With Individuals and Families – 3 hrs.**

*Prerequisites: Social Work major; formal admission to the Social Work Program; SOWK 161, 229, 236, 237; 307 (may be taken concurrently); PSY 101; SOC 101; ENGL 101, 102; SOSC 2701.*

Examines the basic knowledge, values, and skills appropriate for a generalist social work practitioner at the beginning professional level of social work practice. Focus is on methods of intervention appropriate for helping relationships with individuals and families. A grade of ‘C’ or better is required to enter Field Instruction.

**SOWK 308 – Practice With Groups – 3 hrs.**

*Prerequisites: Social Work major; formal admission to the Social Work Program; SOWK 161, 229, 236, 237; 307 (may be taken concurrently); PSY 101; SOC 101; ENGL 101, 102; SOSC 2701.*

Methods of intervention appropriate for working with small groups are emphasized. Focuses on values, knowledge, and skills appropriate for the generalist social work practitioner at the beginning professional level of social work practice. A grade of ‘C’ or better is required to enter Field Instruction.

**SOWK 309 – Practice With Communities and Organizations – 3 hrs.**

*Prerequisites: Social Work major; formal admission to the Social Work Program; SOWK 237, 308; POSC. 202 or 204.*

Focuses on values, knowledge, and skills appropriate for the generalist social work practitioner at the beginning professional level of social work practice. Methods of intervention with organizations and communities are emphasized. A grade of ‘C’ or better is required to enter Field Instruction (Fall).

**SOWK 4601 and 4602 – Field Instruction – 12 hrs.**

*Prerequisites: Completion of all required Social Work courses. Students must have a better than 2.00 overall grade point average with a 2.5 average in those courses listed under Social Work Courses Required. Student’s must have a grade of ‘C’ or better in SOWK 307, SOWK 308, and SOWK 309. Students must have senior status.*

Provides students with opportunities to develop skills, knowledge, theories, and techniques with procedures from the classroom being applied to field situations. Emphasis is on individualized instruction with supervision by faculty. Application to be made through Field Instruction Coordinator three months before placement begins. (Class size limited)

## ELECTIVES IN SOCIAL WORK

**SOWK 318 – Health and Human Resources Administration – 3 hrs.**

An elective focusing on organizations and service delivery systems with an emphasis on leadership and management principles.

SOWK 320 – Working with Children and Adolescents – 3 hrs.

Reflects current issues and trends in working with children and adolescents. Behaviors, therapy, and programs related to children and adolescents are discussed.

SOWK 322 – School Social Services – 3 hrs.

Teaches basic knowledge, approaches, and skills involved in school social services. Examined are the basic concepts of children's developmental needs which require preventive services in the school, family, and community systems.

SOWK 324 – Gerontology and the Field of Aging – 3 hrs.

Beginning with aging as a developmental process, implications are generated which relate to possible services for the aged. Included is a focus on the development of primary intervention, protective, and institutional services.

SOWK 327 – Health Care – 3 hrs.

Deals with the relationship between physical well-being and social functioning, the definition of a state of health and the health continuum; concepts of multiple causation and the role of stress; the social and psychological impact of chronic illness; planning, organizing, and delivering of health services.

SOWK 336 – Corrections – 3 hrs.

Examines social work and other professions in the area of forensics, courts, institutions, police, probation, and parole services. Attention is given to prevention and aftercare dynamics.

SOWK 350 – Special Topics in Social Work - 1-12 hrs

*Prerequisite: Approval by the Social Work Department.*

Courses on specialized areas of social work practice (such as Addictions, Family Therapy, Introduction to Community Service, and International Social Work).

SOWK 470 – Advanced Community-Based Research – 3 hrs.

*Prerequisites: Completion of a basic research course or consent of the instructor. This course seeks to deepen the student's understanding of community-based research. Focusing on the substantial research opportunities in the professional arena this course is appropriate for any discipline in which academic and community partnerships are important.*

SOWK 440 – Directed Individual Study – 1-6 hrs.

*Prerequisites: "B" average for majors OR consent of social work faculty. Advanced field study, readings, or research in student's area of interest.*

SOWK 480/481 – Honors Courses – 3 hrs.

Juniors and seniors who qualify for the honors courses are offered the opportunity to study with individual members of the faculty. This is a specialized study apart from conventional classroom work. Interested students should contact the Social Work Program Director for further information.

In addition, special topics courses are periodically offered. These courses focus on contemporary topics in social work practice. Further, there are a number of elective courses from other fields which are appropriate for the social work student. These should be selected based upon the individualized needs of the student. Your social work faculty advisor will be helpful in selecting these courses.

## **FIELD INSTRUCTIONS**

Field instruction is a critical part of the social work education. There will be a number of opportunities throughout the social work curriculum to do field projects, research field agencies and to observe social workers as they perform their respective roles. During their senior year students will complete a field placement where they will work full-time in an agency for one semester. The campus Field Coordinator will work closely with the agency Field Instructor to ensure that students will have a good learning experience. We currently have about 70 agencies listed for placement and students should be able to obtain a placement experience in the field area in which they are interested. Students receive 12 credit hours for the senior field placement.

## **FACULTY AND STAFF**

Dr. Sarah Whittaker, Associate Professor of Social Work, Department Director

Dr. Sarah Whittaker received a Bachelor of Social Work degree from West Virginia University in 1978 and a Master of Social Work from West Virginia University in 1995. She also earned a PhD in Counselor Education from Virginia Tech in 2004.

Dr. Whittaker had twenty-one years of experience in social work practice in the area of child welfare services, including but not limited to, child protective services, foster care services, adoption services, and family preservation services before she began teaching full time. Before joining the Concord University faculty, she was the Director of Community Based services for a private nonprofit child welfare agency for seven years. She also had been an Adjunct Instructor for the Social Work Program for four years. Professor Whittaker served as the Director of the Social Work Department for seven years.

Dr. Whittaker is very active in the communities of southern WV and state-wide. For the past several years she has served on numerous local advisory boards and state-wide boards. She has served on the Board of Directors for the WV NASW and the Board of Directors for Community Connections, Inc. She currently serves on the Advisory Council of WECAN. She is currently the Chair of Board of Directors of Children's Home Society, a state-wide, private, non-profit organization. She was previously the Chair of their Strategic Planning Committee and Nominating Committee before assuming the duties of the Chair of the Board. Additionally, she currently serves as the Vice President of the Board of Directors of Southern Highlands Community Mental Health Center, the regional community mental health center. During the past year, she served on a task force developed to examine various issues relevant to social work licensing in the state. She has served as faculty advisor for various social work organizations



and served as a McNair mentor many times. Service to the University includes serving as Personnel Chair for the Division of Social Sciences for six years. She has also served on the Academic Executive Council for the University, was a member of the Division of Education's Personnel Committee. She currently serves on the Academic Policy Committee, a sub-committee of the Academic Executive Council; and has served on the Honors Committee for many years.

Dr. Joan Pendergast, Associate Professor of Social Work

Dr. Joan Pendergast received her Ph.D. in Social Work from the University of South Carolina in 2007. Her dissertation addressed the relationship between the middle school social environment and academic achievement.

After completing the Masters of Social Work at Marywood University in Scranton, PA, Dr. Pendergast worked in community mental health, school based counseling, and emergency room social work in Columbia, South Carolina for nine years before entering USC's doctoral program. Dr. Pendergast gained extensive teaching experience while a graduate student.

Since being at Concord University Dr. Pendergast has become involved in numerous activities at both Concord University and the surrounding communities. Her service to the Social Work Department includes being the faculty sponsor of the Concord Social Work Organization (CSWO). She has facilitated Concord students participating in Social Work Day at the Legislature and WV NASW Spring Conference.

For the broader Concord Community, she founded and continues to sponsor the Gay Straight Alliance (GSA). She has also established a campus wide SafeZone. She has participated in numerous Discovery Days, faculty orientations, student orientations, and student advising. Dr. Pendergast is the advisor for the Student Conduct Board and is a member of Concord University Student Activity Committee (CUSAC).

Dr. Pendergast has had the opportunity to participate in an international exchange program with a rural university in Yoshkar-Ola, Mari-El, Russia. She has been invited to present at state level conferences on the topic LGBT Cultural Competence. In Fall of 2017 Dr. Pendergast was invited to join the Board of Directors for Child Protect. And recently, joined the advisory board for the Southeastern Area Health Education Center (SE-AHEC).

Dr. Ida Mills, Assistant Professor of Social Work

Dr. Ida Mills earned a Bachelor of Social Work degree from Morningside College in Sioux City, Iowa, a Master of Social Work degree from Michigan State University and an Ed.D from St. Mary's University in Minneapolis, MN. Her dissertation addressed parent decision making for treatment of their child's attention deficit hyperactivity disorder.

Dr. Mills has 29 years of experience in social work. She started her professional career as a social worker in the U.S. Army, both in active duty and as a civilian. Before teaching full-time,

her practice was with at-risk children and families, providing in-home and traditional therapy in a day treatment center and a mental health center. She was a school social worker in Minnesota. She has developed and facilitated programs for treatment of child abuse, domestic violence and intra-family incest. Dr. Mills has been teaching full-time since 2008.

Dr. Mills has published journal articles on Parent Decision Making for Treatment of ADHD, Appalachian College Student Attitudes towards Gun Control, and recently submitted a study related to Mindset interventions in developmental math classes. Dr. Mills is a frequent presenter at regional and state conferences on topics ranging from decision-making, rural culture, strategies for effective interventions, human behavior, resiliency, and ethics. She provides supervision to provisionally licensed social workers in central West Virginia as well as clinical supervision for social workers pursuing an LICSW.

R. Shawn Allen, MSW, LGSW, Assistant Professor of Social Work and Director of Field Education

Mr. Allen earned a Bachelor of Social Work degree from Concord University in 2007 and a Master of Social Work degree from West Virginia University in 2011. He has been a Licensed Social Worker in WV since 2007, obtaining the Licensed Graduate Social Work distinction in 2011. He has worked at Micro/Mezzo/Macro levels of Social Work practice primarily in the field of gerontology and working with clients with disabilities. Mr. Allen has conducted research in several areas related to gerontology including elder abuse, services for seniors, barriers to services in rural areas, ethical considerations when working with rural older adults.

Mr. Allen was the first WV Aging and Disability Resource Center Coordinator in southeastern WV, when the program went statewide in 2007. Part of his job duties included working one on one with clients to provide options and benefits counseling, and managing the program over a 13 county coverage area and providing supervision to other social workers. He has been an adjunct professor since 2011 and became the Director of Field Education and Assistant Professor of Social Work at Concord University in July, 2014. He brings his experience in all three levels of practice, benefits/options counseling, administration, and as a long time Field Instructor to enhance/strengthen his role in the social work program.

Mr. Allen's community activities include serving as a committee member for the Senior Focus of Mercer County, the Greenbrier Valley Disability Awareness Committee, and WVU Summer Institute on Aging Planning Committee. He also co-advises the Concord Social Work Organization.

Mrs. Vanessa Howell, Administrative Associate

Mrs. Vanessa Howell, an Athens area native, earned a Bachelor of Science in Business Administration from Concord University in 2012. Her administrative work began much earlier as she worked for the facilities plant at the University while pursuing her degree. Since graduating, Vanessa has worked as the Administrative Associate for the Social Work Department. Subsequently, she has played an integral role in the initial accreditation process for

the Master of Social Work Program. She has assisted in the various projects that originate in the Department, including program promotion and advertising, the Opioid Symposium, and other service-based activities carried out through the many organizations housed in SWS. In addition, Vanessa maintains various databases and is the front-line for addressing questions and concerns regarding the program.

## STUDENT RIGHTS

As a student at Concord University, it is important for you to become familiar with your rights and responsibilities. The University staff will help you become aware of and understand these rights and responsibilities, although it is in your best interest to read and become knowledgeable to facilitate your success at Concord University.

There are several documents available to help you become aware of the things you need to know about your rights. Primary sources available to you include:

Concord University Student Handbook – Each student at Concord University is provided with a student handbook. The handbook provides information about offices and services at the university. It provides a statement on campus organizations and identifies existing campus organizations. Complete policy related to housing regulations is provided. A major component covers information related to rights of students, including appropriate appeals procedures.

[https://www.concord.edu/student-life/sites/www.concord.edu/student-life/files/files/CU\\_Student\\_Handbook\\_2016-18.pdf](https://www.concord.edu/student-life/sites/www.concord.edu/student-life/files/files/CU_Student_Handbook_2016-18.pdf)

Social Work Field Manual – Students receive a copy of the field manual previous to their block placement experience and it is available on the Social Work website. The manual provides a comprehensive statement of student rights and responsibilities related to this important program component.

<https://www.concord.edu/sws/sites/www.concord.edu.sws/files/files/Field%20Instruction%20BSW%20%28Formatting%20fixed%29%202-1-2018.pdf>

Concord University Catalog – You may find the Concord Catalog online. The catalog outlines a number of areas that will help you in understanding your rights and responsibilities as a student at Concord University. <http://catalog.concord.edu/>

The index will help you locate areas concerning rights and responsibilities and we are recommending that you pay particular attention to those listed here:

-Academic Probation	Student Responsibilities
-Academic Responsibilities	Probation Suspension
-Academic Suspension	Counseling
-Admission Requirements	Compliant Procedure
-Cheating	Classroom Conduct

## CONCORD UNIVERSITY SOCIAL WORK ORGANIZATION

You are eagerly invited to become a member of The Concord University Social Work Organization (CSWO). CSWO combines fun and fellowship with service and governance. This organization was formed in 1975 and has been officially recognized as a Campus organization since 1976. The primary purpose of the organization is to give the students an opportunity to organize on their behalf. There are many opportunities to become involved in the CSWO. Leadership positions and committee memberships are always encouraged. Some ways the students in this organization participate include: being on a Curriculum Committee, which acts in an advisory capacity in the Social Work Department; participating in service projects and fundraisers; attending conferences together; and playing a role in governance of the campus community by attending meetings of the Student Government Organization.

The rules and regulations of this organization are specified in the Constitution and By-Laws and are available on the Social Work website. <https://www.concord.edu/sws/node/18>

## PHI ALPHA HONOR SOCIETY

*Phi Alpha Honor Society* is a national social work academic honor society that is dedicated to high standards of scholarship and distinctive achievements within social work.

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals.

### **BSW Students:**

Candidates must have at least junior status.

Completed at least 9 Social Work credits, and have a cumulative GPA of 3.5 or higher with a 3.7 GPA in Social Work courses.

Find out more information at the National website, <http://phialpha.org>.

## NASW CODE OF ETHICS

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code was approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly. The NASW Code of Ethics can be found on the social work website and at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

# APPENDICES

**PREREQUISITE EXCEPTION  
REQUEST FORM**

If you want to request an exception to a course prerequisite, you must complete this form in time for the faculty to review and make a decision and still allow sufficient time for registration. A majority vote of full-time faculty is required for approving an exception.

Date: \_\_\_\_\_

Advisor: \_\_\_\_\_

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State Zip Code

Telephone Number: \_\_\_\_\_ E-Mail \_\_\_\_\_

Number Credit Hours Completed: \_\_\_\_\_

Grade Point Average: \_\_\_\_\_

Semester You Enrolled At Concord: \_\_\_\_\_

**State the Exception you are Requesting:**

**What is Your Justification for the Request:**

	Approve	Deny
Faculty: _____	_____	_____
Faculty: _____	_____	_____
Faculty: _____	_____	_____
Faculty: _____	_____	_____

**Date of Committee Decision** \_\_\_\_\_

## APPLICATION FOR ADMISSION

### Social Work Program BSW

### 5 Year BSW/MSW

Students are eligible to apply for admission into the professional Social Work Program after they have completed the required 30 credit hours of designated courses at Concord.

Application into the Social Work program MUST be submitted prior to enrolling in Social Work Research Methods, SOWK 307.

Admissions and Retention Committee meetings are held several times throughout each semester. The Admissions Application is to be completed and turned in to the Social Work Department office. Students will be notified of a time and date for an interview with the Admissions and Retention Committee, which consists of all full-time social work faculty. It is necessary that students attend their scheduled interview session once registered to do so. Failure to comply may result in the delay of admission.

At this time, students may also apply for admission into the MSW program, positioning themselves for completion of a BSW/MSW in five years. The graduate application fee is waived. GPA and ethical standards must be maintained throughout the first four years of the program to continue with the MSW.

Provide the following information:

Name \_\_\_\_\_ Student ID Number \_\_\_\_\_

Local Address \_\_\_\_\_

Home Address \_\_\_\_\_

Primary Contact Number \_\_\_\_\_ Secondary Contact Number \_\_\_\_\_

Academic Advisor \_\_\_\_\_

Concord Email Address \_\_\_\_\_

Primary Campus: Beckley \_\_\_\_\_ Athens \_\_\_\_\_

List your grades in the following required courses. If you are not sure of your grade, check with the Registrar's Office.

A 2.00 grade point average is required on the courses listed above with a 2.5 GPA required in the two social work classes. No grade of less than "C" can be accepted for Social Work 161 or Social Work 229.

English 101	_____
English 102	_____
Psychology 101	_____
Sociology 101	_____
SOWK 161	_____
SOWK 229	_____

List the Universities you have attended:

Name	GPA	Major
_____	_____	_____
_____	_____	_____
_____	_____	_____

I am applying for:

- BSW only
- 5 Year BSW/MSW

Selecting the 5 Year BSW/MSW program is declaring an intention for graduate work. The graduate application fee is waived. In order to maintain eligibility, students must uphold ethical standards and maintain a 2.75 overall GPA and 3.0 GPA in bachelor's level social work classes. If standards are not maintained, students will no longer be a part of the 5 Year program, but are welcome to apply to the Standard MSW program.

Attachments:

You were presented a copy of the admissions and retention procedures at the time you indicated you wanted to be a social work student at Concord University. Attach documents as indicated here and as explained in your Student Handbook:

- a. Provide three letters of reference from persons who can attest to your character, capabilities, and general suitability to enter a profession devoted to direct service work with people. At least one letter must be from a faculty member other than a social work faculty. Exclude letters from friends, relatives and classmates. Letters should come from agency professional staff, or from persons you have worked with either in a volunteer or paid work experience;

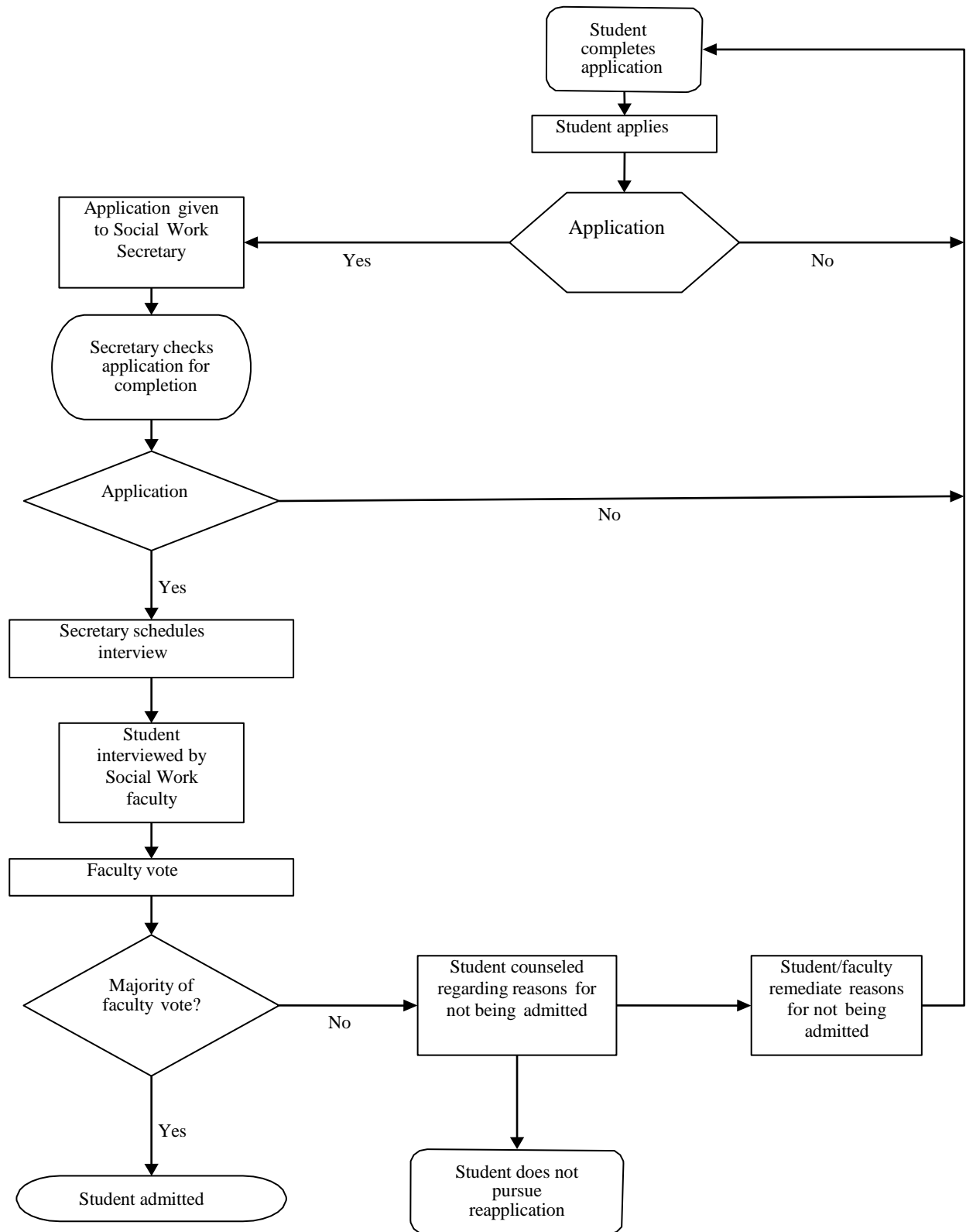


b. Write a biographical reflection describing your basic belief system, career goals, and the things which have contributed to your decision to pursue a study in social work.

c. If applying for the 5 Year BSW/MSW program, students must additionally address: perceptions regarding a social issue; view of social and economic justice in rural settings; and reasons for pursuing the MSW.

The completed admission form and supporting documentation are to be turned in to the Social Work Program Director (Secretary) before an interview can be scheduled. Submit the application at least two weeks before the indicated admissions interview.

## Social Work Application Process





## Four-Year Plan Major: BSW Athens

Freshman Year – Fall Semester	Credit Hours	Freshman Year – Spring Semester	Credit Hours
UNIV 100	1	ENG 102	3
ENG 101	3	SOC 101	3
Psy 101	3	Literature/Humanities	3
BIOL 101 or 102	4	SOWK 229	3
Math 103	3	Policy Cognate	3
SOWK 161	3	SOSC 2701	1
Semester Total:	17	Semester Total:	16

Sophomore Year – Fall Semester	Credit Hours	Sophomore Year – Spring Semester	Credit Hours
Elective	3	SOWK 302	3
SOWK 236	3	SOWK 237	3
Comm 101 or BGEN 205	3	ENG 203 or 204	3
HBSE Cognate	3	Fine Art Elective	3
Math 105	3	Natural Sciences Gen Ed	3
Physical Wellness Gen Ed	2		
Semester Total:	17	Semester Total:	15

Junior Year – Fall Semester	Credit Hours	Junior Year – Spring Semester	Credit Hours
SOWK 301	3	Diversity Cognate	3
SOWK 370	4	SOWK 307	3
Elective	3	SOWK 303	3
SOWK Elective	3	Social Work Elective	3
		Elective	3
Semester Total:	13	Semester Total:	15

Senior Year – Fall Semester	Credit Hours	Senior Year – Spring Semester	Credit Hours
SOWK 308	3	SOWK 4601 A & 4602 B	12
SOWK 309	3		
Elective	6		
Fine Arts Elective	3		
Semester Total:	15	Semester Total:	12



## Four- Year Plan Major: BSW Beckley

Freshman Year – Fall Semester	Credit Hours	Freshman Year – Spring Semester	Credit Hours
SOWK 161	3	ENGL 102	3
SOWK 229	3	SOWK Cognate	3
ENGL 101	3	PSY 101	3
MATH 103	3	Gen Elective	3
UNIV 100	1	Gen Elective	3
SOSC 2701	1		
<b>Semester Total</b>	<b>14</b>	<b>Semester Total</b>	<b>15</b>

Sophomore Year – Fall Semester	Credit Hours	Sophomore Year – Spring Semester	Credit Hours
HBSE 237	3	SOWK 236	3
BIOL 101 or 102	4	SOWK 301	3
SOWK Cognate	3	SOWK 302	3
SOC 101	3	MATH 105	3
Gen Elective	3	COMM101 or BGEN205	3
<b>Semester Total</b>	<b>16</b>	<b>Semester Total</b>	<b>15</b>

Junior Year – Fall Semester	Credit Hours	Junior Year – Spring Semester	Credit Hours
SOWK 303	3	SOWK 370	4
SOWK Cognate	3	SOWK 308	3
SOWK Elective	3	SOWK 309	3
Gen Ed (Science)	3	Gen Elective	3
Gen Elective	3	Gen Ed (Hist or Phil)	3
<b>Semester Total</b>	<b>15</b>	<b>Semester Total</b>	<b>16</b>

Senior Year – Fall Semester	Credit Hours	Senior Year – Spring Semester	Credit Hours
SOWK 307	3	SOWK 4601	6
SOWK Cognate	3	SOWK 4602	6
Gen Ed (Physical Wellness)	2		
Gen Elective	3		
Gen Elective	3		
<b>Semester Total</b>	<b>14</b>	<b>Semester Total:</b>	<b>12</b>

**Concord University  
Bachelor of Social Work**

Name: \_\_\_\_\_

120 hours minimum for graduation with a 2.0 average overall 56 hours from a four-year institution

**Course Title HRS GR QP**

Written and Oral Communication (9 credit hours) Select one course from BGEN 205 or COMM 101				
ENGL 101	Composition & Rhetoric I	3		
ENGL 102	Composition & Rhetoric II	3		
		3		
Literature and Humanities (6 credit hours) Select one (1) course from Literature and one (1) course from History and Philosophy. * May be repeated for 3 credit hours.				
	ENGL 203, 204, *203A, *204A or *207A	3		
	Hist 101, 102, 203, 204, PHIL 101, 102, 316, or 360	3		
Fine Arts- (3 credit hours) Select one (1) course from the following:				
	ART 101, 103, 105, 106, 204, 205, 216, 303, 304, 308, MUS 101, *451, *453A, or THEA 102	3		
Social and Behavioral Sciences (9 credit hours) Select one (1) course from three different categories.				
	<b>Category 1 – Business and Professional Studies</b> BGEN 105, ECON 201, ECON 202, FIN 200, RTM 100 or SOWK 161	3		
	<b>Category 2 – Geography</b> GEOG 101, 255, or 321	3		
	<b>Category 3 – Political Science</b> POSC 101, 104, or 202	3		
	<b>Category 4 – Psychology</b> PSY 101 or 200			
	<b>Category 5 – Sociology</b> SOC 101, 201, or 301			
Natural Sciences (7-8 credit hours) Select one (1) course from two different categories.				
	<b>Category 1 – Biological Science</b> BIOL 101, 102, or 103	4		
	<b>Category 2 – Earth &amp; Space Science</b> GEOG 101, GEOL 150 GEOG 200, PHSC 104, or PHYS 105	3-4		
	<b>Category 3 – Physical Science</b> CHEM 100, CHEM 101/111, PHSC 103, PHYS 101, or PHYS 201			
Mathematics (3 credit hours) Select one (1) Mathematics course numbered 100 or higher.				
		3		
Physical Wellness (2 credit hours) Select one or more courses listed below for a total of at least two hours.				
	H ED 120, 304, P ED 101M, 117, 118, or RTM 320			
Modern/Classical Language – (optional 6 credit hours) Select two courses within the same Modern/Classical Language for substitution purposes.				
	May not substitute Modern Language for ENGL 101, ENGL 102, the 3 hour Mathematics requirement or the 4-hour lab science requirement.			

Spring 2017 Catalog

<b>Social Work (2.50 GPA required)</b>				
SOWK 161	Intro to Social Work	3		
SOWK 229	Group Dynamics and Interviewing Skills	3		
SOWK 236	Human Behavior & Social Environment Theories	3		
SOWK 237	Human Behavior & Social Environment Across the Lifespan	3		
SOWK 301	Social Policy & Services History	3		
SOWK 302	Human Diversity	3		
SOWK 303	Social Policy & Services History	3		
SOWK 370	Social Work Research Methods	4		
SOWK 307	Practice With Individuals & Families	3		
SOWK 308	Practice With Groups	3		
SOWK 309	Practice With Communities & Organizations	3		
SOWK 4601	Field Instruction	6		
SOWK 4602	Field Instruction	6		
	6 hours Social Work Electives	3		
		3		
BIOL 101 <b>OR</b> BIOL 102	General Biology I <b>OR</b> General Biology II	4		
MATH 105	Elementary Statistics	3		
PSY 101	General Psychology	3		
SOC 101	Introduction to Sociology	3		
SOSC 2701	Academic Research Methods	1		
<b>Policy Cognate</b>	One course from POSC 101, 104, 202, 204, 319; MGT 308 or GEOG 319	3		
<b>HBSE Cognate</b>	One course from PSY 322; SOC 201, 301, 307; PHIL 316 or 360	3		
<b>Diversity Cognate</b>	One course from SOC 221 or 321; GEOG 321; APST 101 or 200; or RTM 226	3		

**RESIDENCE CREDIT:**

36 hours at Concord

16 of last 32 hours at Concord

Note: In some degree program, this is prior to entering professional training.

9 hours in Major, Teaching Field, etc.

PLAN

1<sup>st</sup> Semester \_\_\_\_\_ 20 \_\_\_\_\_

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2<sup>nd</sup> Semester \_\_\_\_\_ 20 \_\_\_\_\_

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3<sup>rd</sup> Semester \_\_\_\_\_ 20 \_\_\_\_\_

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4<sup>th</sup> Semester \_\_\_\_\_ 20 \_\_\_\_\_

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5<sup>th</sup> Semester \_\_\_\_\_ 20 \_\_\_\_\_

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6<sup>th</sup> Semester \_\_\_\_\_ 20 \_\_\_\_\_

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7<sup>th</sup> Semester \_\_\_\_\_ 20 \_\_\_\_\_

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8<sup>th</sup> Semester \_\_\_\_\_ 20 \_\_\_\_\_

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Signatures:

Student \_\_\_\_\_

Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_

Date \_\_\_\_\_