

Academic Affairs Committee
 Wednesday, October 19, 2016 at 3:30 PM
 233 Chavis University Center

AGENDA

Membership:

Jonathan Maisonpierre, Chair (Senator)
 Jose D'Arruda (Senator)
 Cliff Mensah (Senator)
 Cynthia Miecznikowski (Senator)
 David Nikkel (Senator)
 John Parnell (Senator)
 June Power, Secretary (Senator)
 Enrique Porrua (Senator)
 Robert Arndt (Chair, Academic Support Services Subcommittee)
 Abigail Mann (Chair, General Education Subcommittee)
 Jaime Martinez (Chair, Curriculum Subcommittee)
 Robin Snead (Chair, Enrollment Management Subcommittee)
 Scott Billingsley (Acting Provost and VC for Academic Affairs)

- I. Call to Order
- II. Approval of Minutes of the September 21, 2016 meeting ([Appendix A](#))
- III. Adoption of the Agenda
- IV. Report from the Chair
- V. Reports from Administrators
- VI. Reports from Subcommittees
 - A. Academic Support Services: Robert Arndt, Chair
 - B. Enrollment Management: Robin Snead, Chair
 - C. General Education: Abigail Mann, Chair
 - D. Curriculum: Jaime Martinez, Chair
- D.1 Actions requiring only AAC chair signature:** ([Appendix B](#))

4. Proposal from the Department of Mathematics and Computer Science (p. 7)

4.1 Course Proposal: revise ITC 4200 title and course description to replace Microsoft Windows related technologies with vendor-neutral terminologies

(Approved 8-0-0)

5. Proposals from the Department of Social Work (pp. 7-8)

5.1 Course Proposal: delete SWK 5330 Advanced Standing Bridge Course I and SWK 5340 Advanced Standing Bridge Course II (Approved 8-0-0)

6. Proposals from the Department of Biology (pp. 8-12)

6.1 Course Proposal: revise BIO 2050 Animal Behavior (Approved 8-0-0)

6.2 Course Proposal: delete BIO 2310 Morphology of Non-Vascular Plants (Approved 8-0-0)

6.3 Course Proposal: delete BIO 2320 Morphology of Vascular Plants (Approved 8-0-0)

6.4 Course Proposal: delete BIO 3510 Research Strategies (Approved 8-0-0)

6.5 Course Proposal: revise ENV 4200 Pest Management (Approved 8-0-0)

6.6 Program Proposal: revise elective options for B.S. in Biology Pre-Physical Therapy/Pre-Occupational Therapy track (Approved 8-0-0)

D.2 Actions requiring AAC approval only: ([Appendix C](#))

5. Proposals from the Department of Social Work (p. 13)

5.2 Course Proposal: create SWK 6700 Advanced Practice with Indigenous Populations (Approved 8-0-0)

D.3 Actions requiring AAC approval and to be sent to Senate: ([Appendix D](#))

5. Proposals from the Department of Social Work (pp. 14-16)

5.3 Program Proposal: revise requirements for MSW Advanced Standing and Summer Bridge programs (Approved 8-0-0)

7. Proposal from the Writing Intensive Committee (pp. 16-18)

7.1 Program Proposal: add BRD 3170 Screenwriting to the Writing Intensive Program as a Writing in the Disciplines course (Approved 8-0-0)

VII. Old Business

VIII. New Business

IX. Announcements

X. Adjournment

Appendix A

MINUTES
(pending approval)
Meeting of the Academic Affairs Committee
 Wednesday, September 21, 2016
 University Center, Room 233

Members present: Jonathan Maisonpierre (chair, senator), Jose D'Arruda (senator), David Nikkel (senator), June Power (senator), Robert Arndt (chair, Academic Support), Abigail Mann (chair, General Education), Jaime Martinez (chair, Curriculum), Robin Snead (chair, Enrollment Management)

Members absent: Cliff Mensah (senator), Cynthia Miecznikowski (senator), John Parnell (senator), Zoe Locklear (provost)

Recording Secretary: June Power

I. Call to Order

Chair Maisonpierre called the meeting to order at 3:30pm. Introduction of committee members was made.

II. Approval of Minutes of April 20, 2016, Meeting

The minutes were approved.

III. Adoption of Agenda

The agenda was approved without additions.

IV. Report from the Chair

No report.

V. Reports from Administrators

No report.

VI. Reports from Subcommittees

A. Robert Arndt, Academic Support Services Chair, presented the following report:

1. Accessibility Resource Center: In the process of hiring a new Director/ADA Coordinator.
2. Center for Student Success: The Tutoring program has 30 tutors who can tutor 53 course from 20 academic departments. 103 unique students were scheduled for tutoring between the start of the semester to Sept. 2. There have been 38 unfilled tutoring requests due to a tutor not being available

or student not being available when the tutor is. The Emerging Scholars program has 4 learning communities: Embrace, Multicultural and Leadership; Motivating and Advancing (Mad) Men, Gender and Leadership; Civic Engagement and Leadership; Servant Leadership. This program serves at-risk students (based off high school GPA).

3. Students on Academic Probation: 371 students who are in academic probation were registered from the fall semester. All of these students were required to complete an academic success contract.
4. HAWK Alerts: A new version of the HAWK Alert program is in place which will eliminate erroneous referrals and streamline the process. TutorTrac's Watch Listing ability has been employed on all incoming freshman and catalogued according to their Retention Scores. There have been 18 referrals for 11 students through Sept. 2.
5. College Opportunity Program (COP): COP has 113 new students, an increase of 34 from last fall. COP personnel were involved with every New Student Orientation.
6. DoIT: The Campus Computing Initiative is mostly complete. Individuals who were on the list of refresh but have not received their new machine should contact the DoIT helpdesk to schedule a time to replace their old machine. Deadline for faculty/staff to schedule setup is Sept. 30. Campus computer bandwidth was expanded. DoIT is beginning to look at new email service providers by moving to a cloud based email (Office 365 and Google Apps for Educators). DoIT is leaning toward Office 365 due to its ability to run WebEx and other applications without incurring a third party charges.
7. Library: The Library has three new hires: Dennis Swanson, Dean of Library Services, Laura Hess, Instructional/Reference Services Librarian; and, Roger Cross, Collection Development and Serial Librarian. Dean Swanson noted there have been no significant improvements to the library building since 2002. The Library can currently seat 296 students, 4% of the student population—the recommended ratio is 10-15 %. The Library is looking to increase seating by undertaking a major deselection process. Dean Swanson is reorganizing the library staff (Patron Services, Technical Services, Special Services, and Instructional Services). Anne Coleman will be the Associate Dean for Special Services. The other areas will have directors. On October 21, the Library will host Chairs in the Library for department chairs. More information will be forthcoming. The Library liaison process is also being revamped.
8. Writing Center: Use of the Writing Center in May tripled. A total of 271 appointments were made during the summer. Over 200 appointments have been made since the classes resumed.
9. Five new tutors have been hired. Write Right workshops have been held for Residence Life. Plans are for workshops about effective use of sources and citations (MLA, APA) in the coming months.

B. Robin Snead, Enrollment Management Chair, presented the following report:

There are no issues requiring action at this time. There are two issues that carry over from last year:

1. Military Student Success Policy – requires documentation; draft due to vote on at next meeting.
2. Definition of attendance with online courses – federal law requires attendance be reported; disputes between students and faculty regarding attendance and roster verification. A policy needs to be clearly stated but also offer flexibility for faculty. After discussion, mention was also made of the need to know the “last attended” date for Financial Aid reasons.

C. Abigail Mann, General Education Chair, presented the following report:

There needs to be more active reporting of assessment, with a view to the big picture. Chair Mann referred the committee to the report from the UNC General Education Council. Measurement needs to be transparent and used to inform research. Varying standards should be set, as all constituent universities vary and smaller institutions should not face punitive measures for not reaching standards set for larger institutions. Chair Mann asked that the UNC General Education Council report be included in the Senate minutes in order that the campus community has a record of the Council's discussions.

D. Jaime Martinez, Curriculum Chair, presented the following curriculum proposals for Academic Affairs Committee approval or Chair signature:

D.1 Actions requiring only AA chair signature:

4. Proposal from the Department of Sociology and Criminal Justice
 - 4.1 Program Proposal: revise Sociology electives requirement for B.A. in Sociology (Approved 7-0-0 with amendments)
6. Proposal from the Department of Management, Marketing, and International Business
 - 6.1 Program Proposal: revise International Business track for the Bachelor of Science in Business Administration to remove guided electives and clarify study abroad and foreign language requirements (Approved 7-0-0 with amendments)

D.2 Actions requiring AA approval only: None

D.3 Actions requiring AA approval and to be sent to Senate: None

Additionally, Chair Martinez reported on the transition to a new electronic curriculum system.

VIII. Old Business

None

IX. New Business

1. Aaron Vandermeer has suggested a university wide syllabus addendum for all mandatory and recommended syllabus statements. This will likely be addressed at the next meeting.
2. David Nikkel recommended a revisit of the attendance policy that was not approved by Senate last year.
3. Jamie Martinez asked if SACL was addressing the possibility of reinstating the activity period. SACL is addressing the issue, but no decision has been made.

X. Announcements

None

XI. Adjournment

The meeting adjourned at 4.11 pm.

Respectfully submitted by June Power,
Recording Secretary

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Appendix B – Actions Requiring only AAC Chair Signature

4. Proposal from the Department of Mathematics and Computer Science

4.1 Course Proposal: Revise ITC 4200 title and course description to replace Microsoft Windows related technologies with vendor-neutral terminologies.

Rationale: The techniques listed in the catalog for this course are outdated and not suitable for video game development. We would like to replace the outdated technologies with generic descriptions due to the fact that Microsoft Windows is no longer dominating computer systems for video games; other operating systems (e.g., Mac OS X, Android, Google Chrome OS, etc.) have been prevailing, especially in the emerging mobile computer systems.

Dept vote: 17 for; 0 against; 0 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION:

ITC 4200 ~~Windows and Game Programming~~ Game Design and Development

Hours: 3.0

Prerequisites: CSC 1750 and 1760 or CSC 2050

Required: no

Revised Course description: This course provides students with ~~Windows programming techniques, game design concepts and theories~~ and explores game programming skills and strategies. Students will learn how to develop stand-alone applications ~~windows, dialog boxes, option buttons, check boxes, menus, help facilities. It also covers DLL (dynamic link libraries), and how to use Windows API (application program interface), DDE (dynamic data exchange), and multimedia application~~ with user graphical interface components, graphics, animations, sounds, game physics, etc. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760 or CSC 2050.

Course title: Game Design and Development

Code: LEC

5. Proposals from the Department of Social Work

5.1 Course Proposal: Delete SWK 5330 Advanced Standing Bridge Course I and SWK 5340 Advanced Standing Bridge Course II.

Rationale: These courses are seen as redundant in the curriculum. Deleting them will allow us to better meet our accreditation requirements for MSW Advanced Standing students.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION: (To Be Deleted)

SWK 5330 Advanced Standing Bridge Course I

Hours: 4.0

Prerequisites: Acceptance into Advanced Standing Program

Required: yes

Course description: This course is for advanced standing students in the Department of Social Work who have completed the Bachelor of Social Work degree from an accredited social work program, and have been admitted into the Advanced Standing program. This course is designed to provide a conceptual orientation to the Advanced Standing Concentration year. This course is intended to supplement the knowledge, skills, and values foundation developed in a CSWE accredited BSW program. This course will also address the skills needed in order to be successful in the MSW field placement including an understanding of the required professional and ethical standards that are necessary for social work practice.

Code: LEC

COURSE INFORMATION:

SWK 5340 Advanced Standing Bridge Course II

Hours: 4.0

Prerequisites: Acceptance into Advanced Standing Program and SWK 5330 completed with a "B" or better.

Required: yes

Course description: This course is for advanced standing students in the Department of Social Work who have completed the Bachelor of Social Work degree from an accredited social work program, and have been admitted into the Advanced Standing program. This course is a continuation of SWK 5330. This course will address scholar skills that are necessary to successfully complete the MSW program, specifically in the area of writing and research.

Code: LEC

6. Proposals from the Department of Biology

6.1 Course Proposal: Change BIO 2050 Animal Behavior from a 4 credit hour lecture and laboratory course to a 3 credit hour lecture course.

Rationale: Animal behavior is a topic that is not conducive to typical laboratory experimentation. Increasing regulations around using and housing live animals makes meaningful experiments increasing difficult to accomplish. The department believes that removing the lab will not adversely impact the course content.

Dept vote: 19 for; 0 against; 1 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION:

BIO 2050 Animal Behavior

Hours: ~~4.0~~ 3.0

Prerequisites: BIO 1000 and 1020

Required: no

Revised Course description: A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Lecture ~~and Laboratory~~.

Course title: Animal Behavior

Code: LEC/~~LAB~~

6.2 Course Proposal: Delete BIO 2310 Morphology of Non-Vascular Plants**Rationale:** This course is no longer being taught and the regular instructor has retired.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION TO BE DELETED:

BIO 2310 Morphology of Non-Vascular Plants

Hours: 4.0

Prerequisites: BIO 1000 and 1010

Required: no

Course description: A comprehensive survey of algae, fungi, and bryophytes dealing with structure, form and reproduction. Lecture and laboratory.

Course title: Morph Non-Vasc Plants

Code: LEC/LAB

6.3 Course Proposal: Delete BIO 2320 Morphology of Vascular Plants.**Rationale:** This course is no longer being taught and the regular instructor has retired.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION TO BE DELETED:

BIO 2320 Morphology of Vascular Plants

Hours: 4.0

Prerequisites: BIO 1000 and 1010

Required: no

Course description: A continuation of Bio 2310, a survey of the plant kingdom with emphasis on selected types of vascular plants. Lecture and Laboratory.

Course title: Morph Vascular Plants

Code: LEC/LAB

6.4 Course Proposal: Delete BIO 3510 Research Strategies.**Rationale:** The course was developed and taught as a WD course by a professor that is no longer teaching at UNCP. No one else in the department is interested in teaching the course and we have BIO 4700 Reading and Writing in the Natural Sciences as a WD offering for our majors.

Dept vote: 18 for; 1 against; 1 abstain
 Affect others: no
 Cross-Listing: no
 Additional Resources: no
 Affects Articulation Agreement: no
 Affects Degree Pathway: no
 Affects CAA Degree Plan: no

COURSE INFORMATION TO BE DELETED:

BIO 3510 Research Strategies
 Hours: 3.0
 Prerequisites: BIO 1000 and 3180
 Required: no
 Course description: Introduction to scientific investigation including experimental design, data analysis, lab note taking, and communication of scientific results. Provides design and implementation of a focused project utilizing current techniques and methods in biotechnology. Recent research reports will be analyzed to obtain an understanding of the principles underlying these approaches. Lecture.
 Course title: Research Strategies
 Code: LEC

6.5 Course Proposal: Modify ENV 4200, Pest Management to correct a coding error. The course has 3 hours of lecture and a 2 hour lab for 4 credit hours.

Rationale: The course was proposed as having 3 hours of lecture and 2 hours of lab. It was coded as a 4 credit hour lecture so banner does not allow us to schedule the lab correctly.

Dept vote: 15 for; 0 against; 0 abstain
 Affect others: no
 Cross-Listing: no
 Additional Resources: no
 Affects Articulation Agreement: no
 Affects Degree Pathway: no
 Affects CAA Degree Plan: no

COURSE INFORMATION:

ENV 4200 Pest Management
 Hours: 4.0
 Prerequisites: none
 Required: no
 Course description: A practical course in the biology, recognition, and management of common insect, fungal, and other pests of crops and livestock. Emphasis will be on how to reduce disease pressure through knowledge of pest life cycles and preventative measures. Management strategies will focus on sustainable practices, integrated pest management, and biocontrol. Lecture and Laboratory.
 Course title: Pest Management
 Code: LEC/LAB

6.6 Program Proposal: Add PSY 2200 Behavior Modification and PSY 3050 Psychology of Adult Development and Aging to the list of psychology electives. Change the PT/OT degree program requirements from 6-8 hours of BIO electives to 6-8 hours of General electives.

Rationale: The PT/OT degree requires PSY 1010 and 2 electives from PSY 2050, 2250, 3600, 4010. The Psychology department requested that we add some more possible electives so that they could better accommodate the number of PT/OT students. The Biology department would like to add PSY 2200 and 3050 as additional possible electives.

After evaluation of the PT/OT degree program, we propose to change the 6-8 hours of BIO electives to General Electives of the same value. The students would still complete 36 hours of BIO required coursework, which is the same number of hours required in the BIO degree program, yet they would gain more flexibility and choice of classes. They will have 8-12 hours of General electives.

Dept vote: 21 for; 0 against; 0 abstain

Affect others: The Psychology department requested that we add some more possible electives so that they could better accommodate the number of PT/OT students in upper division courses. The Biology department would like to add PSY 2200 and 3050 as additional possible electives.

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

Catalog Entry:

BIOLOGY: PRE-PHYSICAL THERAPY/PRE-OCCUPATIONAL THERAPY

Requirements for a Bachelor of Science Degree in Biology:

Pre-Physical Therapy/Pre-Occupational Therapy

	Sem. Hrs.
Freshman Seminar and General Education*	45 (33)
BIOL 1000, BIO 1000, 1020, 2110, 2120, 3040, 3150, 3180, 3710, 4610	36
CHM 1300, 1100, 1310, 1110	8
PHY 1500, 1510, 1560, 1570	8
MAT 1070 or 1090, 2100, 2150 or 2210	10
PSY 1010** and two of the following:	
PSY 2050, 2200, 2250, 3050, 3600, or 4010	9 (6)
PED 4110 and 4120	6
SOC 1020** or 1050**	3 (0)
BIO Electives	6-8
General Electives	13 5-7
Total: 120	

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements.

**If taken as part of the General Education Program, hours will not increase concentration total hours.

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Appendix C – Actions Requiring AAC Approval Only

5. Proposals from the Department of Social Work

5.2 Course Proposal: Create SWK 6700 Advanced Practice with Indigenous Populations.

Rationale: This is to meet an accreditation requirement for the Advanced Standing Students in the summer.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

NEW COURSE INFORMATION:

SWK 6700 Advanced Practice with Indigenous Populations

Hours: 3.0

Prerequisites: acceptance into the Advanced Standing MSW program

Required: yes

Replaces/Equivalent to: SWK 5330 and SWK 5340

New Course description: This course asks the student to examine the cultural identities of the Indigenous people, examining their traditional values, cultural based behaviors and the effects of colonialism and imperialism due to the consequences of social policies/legislation, social work practice research. Attention will be given to the cultural specific skills and approaches particular to traditional and current helping practices from an Indigenous worldview.

Course title: Adv Prac Indigenous Pop

Code: LEC

[SWK 6700 Syllabus](#) (pp. 19-31)

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Appendix D – Actions Requiring AAC Approval and to be Sent to the Senate

5. Proposals from the Department of Social Work

5.3 Program Proposal: We are currently realigning our curriculum to redesign summer courses (bridge courses). In the summer of 2017 we will eliminate the bridge courses SWK 5330 Advanced Standing Bridge Course I and SWK 5340 Advanced Standing Bridge Course II. Students who have been accepted for advanced standing will now take a new course Social Work Advanced Practice with Native Americans, which is one of the programs emphasis. We will also offer SWK 5080 in the summer for Advanced Standing Students. This offers the Advanced Standing Students courses that will help them prepare for graduate work, without repeating content from their BSW program.

Program Totals for Advanced Standing will now be 30 hours

Students with accredited undergraduate degrees in social work, who either choose to enter as regular full-time MSW students or regular part-time MSW students are eligible to test out of selected Foundation Year courses, unless they have a “B” or better in the undergraduate degree. If they have a B or better they will be exempt from having to take the course. This is done in order to avoid duplication and redundancy of course content of generalist program content from the BSW program.

The examinations are designed to assess whether an incoming student has mastered the content at the level expected of a student who satisfactorily completes the particular course in the foundation MSW program. Students are given reading lists and course objectives to help them prepare for the exams.

Students will notify the MSW Program Director in writing of their desire to test out of a course eight weeks before the first semester. Tests will be administered no later than the 4th week before the student’s first semester and we will inform student of specific time and dates in writing. Students will be notified in writing of their test out results within one week from date of test. If a student takes any or all of the exams and scores a grade of 80% or higher, he or she will be awarded "credit by examination" and will not be required to enroll in the particular class for which credit was given.

The following exams are offered:

- SWK 5000 Human Behavior and the Social Environment I (3 credits)
- SWK 5150 Human Behavior and the Social Environment II (3 credits)
- SWK 5100 Research Methods in Social Work (3 credits)
- SWK 5070 Social Policy and Services I (3 credits)
- SWK 5200 Social Work in a Diverse Community (3 credits)

Program Totals for Regular MSW Program will now be from 45-60 hours (depending on the numbers of hours that have been “tested out”).

Rationale: During our last accreditation review the Council on Social Work Education (CSWE) had an area of concern with our curriculum that we are addressing with this current change. We are to ensure that BSW graduates entering our MSW program do not repeat what they mastered in their BSW program. We are making these changes in order to maintain our compliance with our accrediting body CSWE and to ensure students are not repeating content.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: no

New Courses: yes

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

Catalog Entry: **Master of Social Work**

Program-Specific Admissions Standards

Applications are welcome at any time during the year, but the MSW program will not admit new students for spring semester and will admit advanced standing students in the summer only. All admissions will be for summer or fall terms.

Students with accredited undergraduate degrees in social work, who either choose to enter as regular full-time MSW students or regular part-time MSW students are eligible to test out of selected Foundation Year courses. This is done in order to avoid duplication and redundancy of course content of generalist program content from the BSW program. If you are interested in testing out please contact the program director.

Request your recommendations from professional supervisors or university faculty who are not members of the UNCP Social Work Department.

Submit an essay which incorporates both autobiographical information and discussion of a social problem. Detailed directions are available on the Graduate School website and must be carefully followed.

Complete a criminal background check. Directions and a link to the URL are available on the Graduate School website.

Requirements for a Master of Social Work

Required Courses **Foundation Courses**

SWK 5000 Micro Human Behavior and the Social Environment*

SWK 5050 Foundations of Social Work

SWK 5060 Social Work Practice with Individuals

SWK 5070 Social Welfare Policies and Programs*

SWK 5100 Generalist Social Work Research*

SWK 5150 Macro Human Behavior and the Social Environment*

SWK 5200 Social Work in a Diverse Community*

SWK 5300 Foundation Practicum I and Seminar

SWK 5400 Foundation Practicum II and Seminar

Concentration Courses

SWK 5080 Advanced Generalist Practice in Rural Settings

SWK 5410 Social Work Practice Administration in Rural Settings

SWK 5430 Advanced Generalist Practice with Individuals and Families

SWK 5450 Advanced Generalist Intervention Research

SWK 5500 Concentration Practicum I and Seminar

SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities

SWK 5600 Advanced Clinical Assessment and Intervention Methods

SWK 5800 Concentration Practicum II and Seminar

Electives (If taken out of the department, must have special permission)

SWK 5320 Community Development and Social Planning in Rural Communities

SWK 5700 Child Welfare

SWK 5710 Grant Writing

SWK 6200 Assessment and Treatment of Substance Abuse Disorder

SWK 6300 Human Trafficking in the US

SWK 6400 Forensic Social Work

SWK 6500 Military Social Work

SWK 6600 Advanced Social Work Practice in Integrative Healthcare

SWKS xxxx

Total **45-60 hours (Testing out Courses*)**

Requirements for a Master of Social Work —Advanced Standing Required Courses

~~SWK 5330 Advanced Standing Bridge Course I~~

~~SWK 5340 Advanced Standing Bridge Course II~~

SWK 5080 Advanced Generalist Practice in Rural Settings

SWK 5410 Social Work Practice Administration in Rural Settings

SWK 5430 Advanced Generalist Practice with Individuals and Families

SWK 5450 Advanced Generalist Intervention Research

SWK 5500 Concentration Practicum I and Seminar

SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural
Communities

SWK 5600 Advanced Clinical Assessment and Intervention Methods

SWK 5800 Concentration Practicum II and Seminar

SWK 6700 Advanced Practice with Indigenous Populations

Electives (If taken out of the department, must have special permission)

SWK 5320 Community Development and Social Planning in Rural Communities

SWK 5700 Child Welfare

SWK 5710 Grant Writing

SWK 6200 Assessment and Treatment of Substance Abuse Disorder

SWK 6300 Human Trafficking in the US

SWK 6400 Forensic Social Work

SWK 6500 Military Social Work

SWK 6600 Advanced Social Work Practice in Integrative Healthcare

SWKS xxxx

Program Total for Advanced Standing ~~38~~ 33 hours

7. Proposal from the Writing Intensive Committee

7.1 Program Proposal: Add BRD 3170 Screenwriting to the Writing Intensive Program as a Writing in the Disciplines course.

Course Description: Students will develop skills in writing scripts for long and short form TV and film genres such as sitcoms, dramas, documentaries, and screenplays. Forms, styles, and conventions of writing for motion media will be explored.

Curriculum requirements this course meets [for purposes of department planning--check all that apply]:

Gen ED Dept. Major Dept. Minor Writing Enriched (WE) Writing in the Discipline (WD)

Course Format:

Lecture Lecture & Lab Seminar Practicum Online Other

Course Frequency:

Each term Each year Alternate years Other (please specify)

The course will be offered every year and will be offered in Summer.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

Diagram 3-act structure from programs viewed in class. Write character bibles, script outlines, and treatments to support final screenplay. Some homework and in-class exercises are peer reviewed, allowing students to discuss script formatting and story elements in an informal manner. Students complete in-class screenplay outlines using stock photos as inspiration in timed exercises. All faculty incorporate class discussion of students' work that has been shared aloud, for extemporaneous impromptu critique.

1b. Estimated # of pages of INFORMAL writing in course: **10 - 20**

1c. Describe the learning outcomes expected from the required informal writing:

It is expected students will understand story structure, script formatting, and how successful screenplays combine events with a character's journey.

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

Long and short form screenplays. Students may have to complete basic research to write knowledgeably about the subject of their screenplay. An example might be that if you're going to write thriller about military jet pilots, you would likely need to do some research into military life in order to create believable characters/settings.

2b. Estimated # of pages of FORMAL writing in course: **__50 (varies by professor) __**

2c. Describe the learning outcomes expected from the required formal writing:

Demonstrate grasp of writing-for-oral-delivery. Demonstrate grasp of script formats, punctuation, abbreviations, and other broadcast-style issues. Demonstrate understanding of story structure, exposition, and character development.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? **__15-25__** by the FORMAL writing assignments? **__75-85__**

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included. Textbook, lecture, handouts, and written feedback. Students learn script formats for different media, writing styles of treatments and proposals (manuscript format), "conversational writing," how to describe scenes, industry jargon, etc.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

For example, depending on the professor, some assignments are returned to students with instructions for revisions. These revisions include feedback on the technical and grammatical aspects of writing, but also include instructions for alternate creative direction. As an example, a student may focus on an event rather than how the characters grow (the hero's journey) as a result of the event. Instructor criticism would push the student towards examining the people inhabiting the screenplay. Students are forced to tackle creative challenges by applying multiple concepts. This approach enhances their ability to write in specified formats, pushes their creative problem-solving skills, and prepares them for real-life situations that occur when writing for performance and media production.

[BRD 3170 Syllabus](#) (pp. 32-34)

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SWK 6700 Syllabus

SWK 6700 Advanced Practice with Indigenous Populations

Course Instructor:	
Course Times and Location	
Office	
Phone & Email	
Office Hours	

Inclement Weather Info: 910-521-6888

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure they are using their UNCP mail account.

COURSE DESCRIPTION

This course asks the student to examine the cultural identities of the Indigenous people, examining their traditional values, cultural based behaviors and the effects of colonialism and imperialism due to the consequences of social policies/legislation, social work practice research. Attention will be given to the cultural specific skills and approaches particular to traditional and current helping practices from an Indigenous worldview. This course also examines the current social systems in place which work with Indigenous People Issues and explores their suitability. The interdisciplinary work of Indigenous scholar's and practitioners in this course provides a knowledge base for examining strategies in building alliances between Indigenous and social work practitioners, while transforming our encounters in the context of social work practice, policy and research.

This course will be offered in the summer to Advanced Standing Students. Students in the 60 hour program have explored these issues through their course work. This course offers the Advanced Standing Students an opportunity to develop these skills needed in our practice areas. Students will also take SWK 5080 Advanced Practice in Rural Settings. These two courses encompass the emphasis of our Advanced Generalist Program. In order for students to stay in the Advanced Standing Program they must make a "B" or better in these two classes.

SOCIAL WORK COMPETENCIES

All social work students will be expected to demonstrate their mastery of the cluster of practice behaviors that operationalize each of the ten core competencies. The expectation is that competency based education will better prepare social work students for professional practice.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

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

STUDENT LEARNING OBJECTIVES/ ADVANCED PRACTICE BEHAVIORS

- 1) Students will demonstrate an understanding of the historical, political, and social implications endured by Indigenous peoples in North America.
- 2) Students will demonstrate an understanding of Indigenous perspectives of helping and healing through means of Indigenous Philosophy/knowledge and culture.
- 3) Students will critically analyze social work practices, cultural competency, and cultural safety when serving Indigenous peoples.
- 4) Students will evaluate strategies and develop “best practice principles” as Allies in the delivery of social work practice to Indigenous people/communities.
- 5) Students will demonstrate an understanding of Indigenous research and ethics in social work.

COURSE OUTLINE/CALENDAR

Date	Topic	Reading	Assignments Due	CSWE Practice Behaviors
Module 1	--Overview of Syllabus --Defining Indigenous People --Impact of Colonization --Rights of Indigenous Peoples	<ul style="list-style-type: none"> ○ Maracle (2001): Black robe: In R. Benson (Ed.), <i>Children of the dragonfly: Native American voices on child custody and education</i> (p. 71-77). ○ Devens, C. (1992). “If we get the girls, we get the race”: Missionary education of Native American Girls. ○ United Nations Declaration of the Rights of Indigenous Peoples: 	Readings prior to class	2a; 4b; 5a & b
Module 2	-Significance of Indigenous theories and values for social work practice	<ul style="list-style-type: none"> ○ Absolon, K. (2010). Indigenous holistic theory: A knowledge set for practice. <i>First People Child & Family Review</i>, 5(2), 74-87. ○ Margot, L. & McKenzie L. (2006). <i>The Wellness wheel: An Aboriginal contribution to social work</i>, 2006 ○ Schiff, J. W. & Pelech, W. (2007). The sweat lodge ceremony for spiritual healing. <i>Journal of Religion & Spirituality in Social Work: Social Thought</i>, 26(4). ○ Verniest, L. (2006). Allying with the medicine wheel: Social Work Practice with Aboriginal Peoples. <i>Critical Social work</i>, 7(1). ○ Kawagley, A. O.: <i>A Yupiaq Worldview: a pathway to ecology and spirit</i> (1995) <p>VIDEO: "A Poor Man Shames Us All" Contrasts Western views of wealth and economic needs, which have created a society of strangers in the midst of material riches, with tribal cultures such as the Weyewa of Indonesia and the Gabra of Kenya, which create economies of dependency on others.</p>	Role play practice. Discussion in small groups.	

(*The syllabus and course content are subject to change at the discretion of the professor.)

Required Text:

Articles will be assigned weekly. It is your responsibility to ensure you have the articles.

ASSIGNMENTS

1 and 2- Group Presentation (Module Articles) and Annotated bibliography

Students are expected to participate in the research of these articles. The Group task will consist of:

- Finding five articles (chosen by the group members) related to the topic that will be discussed that week. Articles should be from peer -reviewed journals.
- You need to submit the URL for the article to the instructor by the due date, or make copies of articles to distribute in class.
- Generate at least four questions to be discussed in small groups. Each small group will be facilitated by one member of the group. The group will decide what are the most important issues discussed in the article. How are those related to the topic of the class?
- The group will do an annotated bibliography for each articles.
- <http://lib.skidmore.edu/library/index.php/li371-annotated-bib>
- http://www.umuc.edu/library/libhow/bibliography_tutorial.cfm

Discussion/Journal

First of all, for any type of journal article your critique should include some basic information:

1. Name(s) of the author(s)
2. Title of article
3. Title of journal, volume number, date, month and page numbers
4. Statement of the problem or issue discussed
5. The author's purpose, approach or methods, hypothesis, and major conclusions.

The bulk of your critique, however, should consist of your qualified opinion of the article. Read the article you are to critique once to get an overview. Then read it again, critically. At this point you may want to make some notes to yourself on your copy (not the library's copy, *please*).

The following are some questions you may want to address in your critique no matter what type of article you are critiquing. (Use your discretion. These points don't have to be discussed in this order, and some may not be pertinent to your particular article.)

1. Is the title of the article appropriate and clear?
2. Is the abstract specific, representative of the article, and in the correct form?
3. Is the purpose of the article made clear in the introduction?
4. Do you find errors of fact and interpretation?
5. Is all of the discussion relevant?
6. Has the author cited the pertinent, and only the pertinent, literature? If the author has included inconsequential references, or references that are not pertinent, suggest deleting them.
7. Have any ideas been overemphasized or underemphasized? Suggest specific revisions.
8. Should some sections of the manuscript be expanded, condensed or omitted?
9. Are the author's statements clear? Challenge ambiguous statements. Suggest by examples how clarity can be achieved, but do not merely substitute your style for the author's.
10. What underlying assumptions does the author have?
11. Has the author been objective in his or her discussion of the topic?

Final Exam

EVALUATION OF COURSE OUTCOMES

ASSIGNMENT (In order of due date)	POINTS
Discussion/Journal	20
Article Discussions	20
Annotated Bibliography	20
Final Exam	20
Class participation	20
	TOTAL 100

Final grades will be based on the following scale:

MSW

A 90-100	B 80-89	C 70-79	F 69 - below
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INSTRUCTIONAL METHODS

Learning Environment

This course is focused on the integration of theory with practice, is a laboratory class and intends to be actively using examples, critical thinking questions and practice exercises. Active participation is expected.

We have a responsibility, as professional social workers, to treat one another with respect, even if we do not agree with another's viewpoint. Respect does not mean agreement. It must be recognized that having core values challenged, even respectfully, may be an unsettling experience, but it is an integral part of learning. Therefore, as already mentioned, this is a laboratory type of class and we are going to put in practice how we must challenge the ideas other people present, rather than attack the person who presents the ideas.

In all discussions, mutual respect and consideration for each other and our right to express ideas is going to be expected. This is essential for fostering a safe and stimulating classroom environment. Furthermore, it is important for all of us to safely incorporate diversity, in its many aspects, within the course work and class discussions. If students feel unsafe or disrespected, please make it known to the instructor so that a healthy, vibrant learning environment can be maintained.

Cell Phone and Laptop/iPad Policy: Students are not permitted to conduct phone conversations, text, surf the internet, or email during class time. Students who text or conduct a phone conversation or allow their phones to ring during class time will lose points in the class (3 points for each instance). Computer use is not permitted during class except for students with a recommendation from Accessibility Resource Center and approval from course instructor.

No food is allowed in the classroom. You can bring coffee or soda but no food will be allowed.

Uploading Assignments

All students are to upload their assignments in *blackboard assignment tabs*. All students are to post the major assignments in blackboard under assignments. The tabs are time limited and disappear at the time chosen by the instructor. Pay attention to these times and if in doubt, please ask other students or your instructor.

If any problems are encountered in posting or uploading, students are encouraged to email the instructor about the difficulty no later than the day the posting or assignment is due. Otherwise the assignment or posting will be reported as missing. Students can call Blackboard help at 910-521.6260 for any technical issues related to use of Blackboard.

Instructor response time and feedback to assignments will take place within a two weeks period of the submission of the assignment. Students can visit Grade Center in Blackboard to locate instructor feedback and/or grading.

Late assignments

Late assignments are not accepted (not fair to the instructor or to the other students). If late submission please be aware that it means 5 points deduction. Why? Because it is expected from the student to manage the course load effectively which means working on the assignments at least one or two weeks ahead.

Graduate Performance:

The hallmark of graduate performance is the demonstration of independent critical thinking. To this end graduate students will be expected to demonstrate enhanced synthesis and evaluation in critical thinking skills over and above what has been expected in undergraduate classes. **Written assignments for this course will require APA format especially when quoting material and summarizing or paraphrasing articles. Cut and paste from articles is an unethical**

CLASS AND UNIVERSITY POLICIES

Grading: The grading scale and policies for repeating courses are outlined in the MSW/ Graduate Student Handbook.

Academic Honor Code: By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty.

You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University.

Religious Holiday Policy Statement

The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Attendance and Participation Policy: The graduate social work program is accredited by the Council on Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the nine CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program provides sequential topics and experiential activities within a collaborative learning environment that offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is mandatory for all social work classes (unless an exemption is provided to a student with a disability as an ADA accommodation; please

contact Accessibility Resource Center at 910-521-6695 for eligibility for services). Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. The following are reasons for which excused absences could possibly be permitted for a class session based on the individual course instructor approval:

- 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 2) Short-term illness with immediate medical documentation
- 3) Required appearance in a court of law with documentation
- 4) Required military duty with documentation
- 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 6) ADA accommodation with documentation

Absences for University-Sanctioned Events

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

Course instructors may, at their own discretion, allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination, will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity. For this course a student will fail the class if more than six class hours are missed (3 points will be deducted for each instances). Arriving late or leaving early will result in a loss of 1 pt. per occurrence.

Note: It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for experiential learning. Students who have a documented disability will be responded to on an individual basis. Students are strongly encouraged to use any absences in a well-determined manner.

Giving and Taking Help: The practice of social work includes two important concepts: "process" and "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving a goal. The social work faculty finds that the "process" is as significant as the "outcome." When one student assists another by sharing projects, term papers, book reports, reaction papers, and other assignments, the benefits of the "process" are usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, *do not share your work with other students*. The social work faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code. You are also not to use the same assignment in two different classes without permission of both instructors.

Student-created Materials on the Online System The instructor may require students to post their own work (i.e. blog postings) or, with the student's permission, may post a student's work on the online course site. Student work will be retained in the course site beyond the duration of the

term until expiration from the Blackboard site. As the site will eventually expire, students are encouraged to save any copies of their work.

Guests in class:

Students are not to bring anyone who is not a registered student (i.e. children, friends, etc.) in the course to participate (or sit in) during class sessions. Persons scheduled to be guest speakers or contributors to the course must be approved by the course instructor. As we will be meeting through the web you need to be mindful of noises in the background. You need to mute your phone/computer when you are not speaking in order to minimize distractions.

Student Responsibility for Monitoring Grades

Students are encouraged to monitor their grades for attendance, assignments and exams throughout the semester. Questions about grades are welcomed and will be entertained until the last day of class for the semester, but not after.

UNIVERSITY SUPPORT SERVICES

ADA Statement Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

Responsible Employee As a member of The University of North Carolina at Pembroke faculty, I am concerned about the well-being and development of our students and am available to discuss any concerns. However, I want you to know that faculty members are legally obligated to share certain information with the university's Title IX coordinator. This is to ensure the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual discrimination and harassment, sexual assault, relational/domestic violence, and stalking.

Academic Resource Mentoring in the Academic Support Center supports the UNV 1100 course and provides mentoring to any student, addressing their unique academic concerns to guide them in achieving their personal academic goals; contact ian.stroud@uncp.edu or 910-775-4391.

NC-HCAP: Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to students seeking to be employed in healthcare through test preparation workshops, course tutoring, guidance during the application process for healthcare programs, job shadowing, internships, and advisement; contact hcp@uncp.edu or 910-521-6673.

The Resource Learning Lab in the Academic Support Center offers 1) computer based, self-paced tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available to all students; contact mark.hunt@uncp.edu or 910-775-4393.

Striving Toward Academic Recovery: The STAR program in the Academic Support Center is intended for students who are returning from an academic and/or financial aid suspension, assisting them to get back on track academically so that they can be successful at UNCP; contact courtney.walters@uncp.edu or 910-775-4408.

TRIO programs: This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and B; contact trio@uncp.edu or 910-521-6242.

Tutoring: The tutoring program of the Academic Support Center helps students achieve their academic goals by offering group or individual tutoring in all General Education and many upper-level courses. Students can sign up at www.uncp.edu/asc/study/tutoring_request.html or contact jennifer.mcneill@uncp.edu or 910-775-4311.

The University Writing Center The University Writing Center, located in D.F. Lowry 308 and

available online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process, from brainstorming ideas to drafting, revising, and editing.

A Note about Self-Disclosure The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*

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- Baskin, C. (2011). *Strong helpers' teachings the value of Indigenous knowledges in the helping professions*. Toronto: Canadian Scholars' Press Inc.
- Hart, M. (2002). *Seeking Mino-Pimatisiwin: Aboriginal approach to help*. Halifax: Fernwood Publishing.
- Sinclair, Raven, Hart, Michael Anthony & Bruyere, Gord (Eds.) (2009). *Wicihitowin Aboriginal Social Work in Canada*. Halifax: Fernwood Publishing.
- Baskin, C. (2011). *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions*. Toronto: Canadian Scholars' Press Inc. ISBN: 978-1551303994
- Bop, J., Bopp, M., Brown, L. & Lane P. (1989). *The sacred tree: Reflections on Native American spirituality* (3rd ed.). Twin Lakes, WI: Lotus Light. ISBN: 978-0941524582
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- Hart, M. A. (2004). *Seeking Mino-Pimatisiwin: An Aboriginal approach to helping* (2nd ed.). Halifax, Canada: Fernwood Publishing. ISBN: 9781552660737
- Menzies, P. & Lavalley, L. (Ed.) (2014). *Journey to healing: Aboriginal people with addiction and mental issues*. Toronto: Centre for Addiction and Mental Health. ISBN-13: 978-1771141598
- Sinclair, R., Hart, M. A., & Bruyere, G. (Eds.) (2009). *Wichitowin: Aboriginal social work in Canada*. Halifax, Canada: ISBN: 978-1551303994
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- Bennett, B. & Zubrzycki, J. (2003). *Hearing the stories of Australian Aboriginal and Torres Strait Islanders social workers: Challenges and educating the system*. *Australian Social Work*, 56(1), 61-70.
- Bop, J., Bopp, M., Brown, L. & Lane P. (1989). *The sacred tree: Reflections on Native American spirituality* (3rd ed.) (p. 74-82). Twin Lakes, WI: Lotus Light.
- Brant, C. (1990). *Native ethics and rules of behavior*. *Canadian Journal of Psychiatry*, 35(6), 534-538.
- Cornell, Stephen, Joseph P. Kalt. "Alaska Native Self-Government and Service Delivery: What Works?" *Joint Occasional Papers on Native Affairs*. The Harvard Project on American Indian Economic Development, Native Nations Institute for Leadership, Management, and Policy, The University of Arizona. Tucson, Arizona. 2003. JOPNA.
- Cornell, S. & Kalt, J. P. (2006). *Two Approaches to Economic Development on American Indian Reservations: One Works, the Other Doesn't*. The Harvard Project on American Indian Economic Development and the Native Nations Institute for Leadership, Management, and Policy on behalf of the Arizona Board of Regents.
- Cornell, S. & Kalt, J. P. (November 2010). *American Indian self-determination: The political economy of a successful policy*. JOPNA Working Paper No. 1.
- Devens, C. (1992). "If we get the girls, we get the race": *Missionary education of Native American Girls*. *Journal of World History*, 3(2), 219-237.

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- Grant II, Kenneth W., Katherine A. Spilde, Jonathan B. Taylor. "Social and Economic Consequences of Indian Gaming in Oklahoma". Joint Occasional Papers on Native Affairs No. 2003-04. The Harvard Project on American Indian Economic Development, Native Nations Institute for Leadership, Management, and Policy, Harvard University. Cambridge, Massachusetts. 2003. JOPNA.
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- Hill, B. (1999) *History and development of Indigenous social welfare and governance. History and development of Indigenous social welfare and governance. 5). Shaking the rattle: Healing the trauma of colonization* (p. 8-15). Penticton, BC: Theytus Books.
- Kakwirakeron & Good, D. (2012). *First Nation protocol: Working with First Nations*. <http://www.h-o-m-e.org/cultural-awareness/1st-nations-protocols.html>
- Kovach, M. (2003). It's all about building relationships – You can't work in an Aboriginal community without them. *Perspectives – Newsletter of the B.C. Association of Social Workers*, 25, 14-15.
- Lynn, R., Thorpe, R., Miles, D., Cutts, C., Butcher, A. & Ford, L. (1998). *Murri Way! Aborigines and Torres Strait Islanders reconstruct social welfare practice* (p. 63-73). Townsville, Australia: Center for Social Research.
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- Morrisseau, C. (1998). *Into the daylight: A holistic approach to healing* (p. 61-84). Toronto: University of Toronto Press.
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- Weaver H. N. (1999). Indigenous people and the social work profession: Defining culturally competent services. *Social Work*, 44(3), 217-225.

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BRD 3170 Syllabus

ADAAA Statement:

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://>

Any student with a documented disability needing academic adjustments is requested to speak directly to the Disability Support Services and the instructor, as early as possible (preferably within the first week). All discussions remain confidential. Disability Support Services 521-6695

BRD 3170: Screenwriting **Fall 201X**
Tuesday/Thursday 12:30 – 1:45 **Old Main 138**
Instructor: XXXX **Email: XXXX@uncp.edu**

Office: XXXX **Office Phone: XXXX**

Office Hours: XXXX

REQUIRED TEXT: Brody, Larry (2003) Television Writing from the Inside Out. Applause Theatre & Cinema Books

Course Overview: This course is designed to teach the essentials of narrative and documentary writing for television, film, Internet, and other electronic mediums, including story treatments, character analysis, and pitching ideas. (Pre Req ENG 1060) **3 Credits**

Course Goals: Through readings, instruction, practice and homework, students will:

1. Learn script formats for screenplays, teleplays and documentaries.
2. Learn dramatic structure, character development and how to write dialogue.
3. Learn non-narrative content structures for non-fiction.
4. Gain fundamental knowledge for preparing a treatment, pitch and logline.

Course Objectives:

Students will develop skills in writing scripts for long and short-form TV genres, like sitcoms, dramas, and documentaries, as well as acquire knowledge of script formats. In addition to short teleplay assignments, students will develop his/her own screenplay, from basic concept, in-class pitch, full written treatment, to completed final script. Students will also take part in critical discussions of his/her own work, as well as the creative output of classmates.

Assignments: No assignments will be accepted late.

Short Teleplay Assignments: 20%

Students will complete several short scripts in various formats and genres as assigned by the instructor. Each script will be between 3-5 minutes (3-5 pages) in length to be completed outside of class time.

Pitch: 10%

Students will make a short presentation to the class succinctly describing his/her proposed script. Students will explain the key thematic purpose (why you chose this subject), what the point of view and message are, and answer questions.

Written Outline: 20%

As part of the term project, students will complete a scene-by-scene breakdown of his/her story, describing the action in detail.

Term Project: 40%

Students will complete a rough and final draft of his/her original teleplay idea. At the end of the term, the script will be read aloud by the author, or with the help of classmates as a cast. The script must be in the correct format for the chosen genre. The script must be original and not adapted from another work.

Class Participation: 10%

Students are expected to attend each class and to be active participants in class discussions and critiques.

Attendance:

You are expected to attend every class. Students who are absent from class may miss assignments, lectures, and other content necessary to complete the course. If you miss class due to a documented long-term illness (in some cases, the student should withdraw from class) or educational, university-sponsored activity permitted by this instructor, your absences may be excused. In some cases, students may not be able to complete the course work and should withdraw.

Religious Holiday Policy Statement

The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Final Course Grade Thresholds:

A	93 – 100%	B-	80%	D+	67%
A-	90 – 92%	C+	77%	D	63%
B+	87%	C	73%	D-	60%
B	83%	C-	70%	F	0-59%

Any discovered or suspected instance of CHEATING on tests or PLAGIARIZING will be forwarded to academic judicial review, and validation of the suspicions will result in zero on the assignment/exam or zero in the course. FRAUD discovered in any other form- including but not limited to

forgery, lying, impersonation or submitting previously graded work from another course- will be subjected to the same treatment.

This syllabus is subject to change at the discretion of the instructor.

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