

Agenda
Subcommittee on Curriculum
Thursday, April 6, 2017
3:30 PM Room 251 University Center

Members: Mary Ash (NS&M to 2018), Monika Brown (LETT to 2017), Irina Falls (EDUC to 2018), J. Porter Lillis (S&BS to 2018), Jaime Martinez, Chair (LETT to 2018), Pam Morgan (NS&M to 2017), Emily Neff-Sharum (S&BS to 2017), Elizabeth Normandy (VC of AA Designee), David Oxendine (EDUC to 2017), Lourdes Silva (Registrar), Nathan Thomas (ARTS to 2018), Joseph Van Hassel, Secretary (ARTS to 2017)

Members TBD: SGA Secretary, SGA Senator

1. Call to Order

2. Adoption of Agenda [online agenda available at: <https://uncp.curriculog.com/agenda:20/form>]

3. Approval of Minutes of March 2, 2017 [see Appendix A: **Minutes (pending approval)**]

4. Proposal from the Bachelor of Interdisciplinary Studies Program

4.1 Program Proposal: revise title and requirements for B.I.S. in Applied Management Technology (Applied Management Information Systems)

5. Proposals from the Department of English, Theatre, and Foreign Languages

5.1 Course Proposals: revise prerequisites for THE 1810 and 1820 Stage Dance I and II

5.2 Course Proposals: revise credits and prerequisites for THE 2070 Stage Combat, THE 2080 Theatre Practicum, and THE 2350 Stage Management

5.3 Program Proposal: revise program title and requirements for B.A. in English, Theatre Arts

6. Proposals from the Department of Accounting and Finance

6.1 Program Proposal: revise requirements for B.S. in Business Administration, Finance Track

7. Proposals from the Department of Economics and Decision Sciences

7.1 Course Proposal: revise prerequisites for DSC 5550 Time Series Analysis

7.2 Course Proposal: create DSC 5240 Business Analytics

7.3 Course Proposal: create DSC 5600 Project in Business Analytics

7.4 Program Proposal: create new concentration in Business Analytics for Master of Business Administration program

8. Proposal from the Master of Business Administration Program

8.1 Program Proposal: add two elective options to Professional Enhancement Courses in MBA programs

9. Proposal from the Department of Health and Human Performance

9.1 Course Proposal: create RSA 1010 Survey of Athletic Leadership

10. Proposals from the Department of Educational Specialties

10.1 Course Proposal: revise credit hours for ECE 4500 Practicum for Professionals in PreK Settings

10.2 Course Proposal: revise title and description of RDG 3200 Assessment of Reading Difficulties I

10.3 Course Proposal: revise title and description of RDG 3400 Assessment of Reading Difficulties II

10.4 Course Proposal: revise description of SED 4340 Diagnosing and Remediating Reading and Writing Problems and cross-list with RDG 3400

10.5 Course Proposal: create ECE 4080 Early Language and Literacy

10.6 Program Proposal: revise requirements for B.S. in Special Education to delete content area tracks and reduce overall credit hours

10.7 Program Proposal: revise requirements for B.S. in Birth-Kindergarten Education to reduce overall credit hours

11. Proposal from the Department of Biology

11.1 Program Proposal: delete B.S. in Biotechnology

12. Proposal from the Department of Social Work

12.1 Course Proposal: create SWK 4450 Medical Social Work

13. Proposals from the Department of Sociology and Criminal Justice

13.1 Course Proposal: delete CRJ 4750 Computer Applications in Criminal Justice

13.2 Course Proposal: create SOC 3170 Social Gerontology

14. Proposals from the Department of Mathematics and Computer Science

14.1 Course Proposal: revise prerequisites for MAT 3280 Probability and Statistics I

14.2 Program Proposal: Replace the B.S. in Mathematics Education (9-12) with a 9-12 Licensure concentration in the B.S. in Mathematics

14.3 Program Proposal: Replace the B.S. in Mathematics Education (Middle Grades) with a Middle Grades Licensure concentration in the B.S. in Mathematics

15. Proposals from the Department of Music

15.1 Program Proposal: revise Academic Concentration in Music, Instrumental Orientation

15.2 Program Proposal: revise Academic Concentration in Music, Keyboard Orientation

15.3 Program Proposal: revise Academic Concentration in Music, Vocal Orientation

15.4 Program Proposal: consolidate the B.M. in Musical Theatre into the B.M. in Music Education program

16. Proposal from the Writing Intensive Committee

16.1 Program Proposal: add SWK 4600 Social Justice and Practice Ethics to the list of WE courses [see Appendix B for proposal detail]

17. Proposal from the Department of Elementary Education

17.1 Course Proposal: revise description for EDN 5810 Internship

18. Unfinished Business

19. New Business

20. Announcements

21. Adjournment

**Minutes (pending approval)
Subcommittee on Curriculum
Thursday, March 2, 2017
3:30 PM Room 251 University Center**

Members Present: Mary Ash (NS&M to 2018), Monika Brown (LETT to 2017), Irina Falls (EDUC to 2018), Jaime Martinez, Chair (LETT to 2018), Emily Neff-Sharum (S&BS to 2017), David Oxendine (EDUC to 2017), Nathan Thomas (ARTS to 2018), Joseph Van Hassel, Secretary (ARTS to 2017),

Members Absent: J. Porter Lillis (S&BS to 2018), Pam Morgan (NS&M to 2017), Elizabeth Normandy (VC of AA Designee), Lourdes Silva (Registrar)

Guests: Emilia Bak (Mass Communication), Stephen Bukowy (Accounting and Finance), Polina Chemishanova (ETFL), Bruce DeHart (History), Kelly Ficklin (ELE), Holden Hansen (Theatre), Cecilia Lara (Spanish), Joonglyul Lee (Math and CS), Naomi Lifschitz-Grant (Art), Lisa Mitchell (ELE), Jesse Rouse (Geology and Geography), Bryan Winters (HHP), Xin Zhang (Math and CS)

1. Call to Order 3:32

2. Adoption of Agenda by acclamation [online agenda available at <https://uncp.curriculog.com/agenda:19/form>] The following changes were made to the agenda:

- 6.8 Removal of THE 1810 and 1820
- 6.12 Removal of entire Course Proposal
- 6.18 Removal of entire Program Proposal

3. Approval of Minutes of February 2, 2017 by acclamation [see Appendix A: **Error! Reference source not found.**]

4. Proposals from the Department of Art

4.1 Course Proposal: revise title of ART 3050 Art Education Methods in Grades K-6

4.2 Course Proposals: revise title and description of ART 3080 Art Education Field Experiences for Grade K-12, ART 3090 Art Education Secondary Methods, and ART 4000 Art Education Internship Seminar

4.1-4.2 7-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

5. Proposals from the Department of Elementary Education

5.1 Course Proposal: revise prerequisite for EDN 2100 Introduction to Education

5.2 Program Proposal: remove ELE 2900 and HST 3170 from requirements for the B.S. in Elementary Education degree program

5.3 Program Proposal: revise enrollment GPA requirement for the Master of Arts in Teaching Programs

5.1 7-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

5.2-5.3 7-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

6. Proposals from the Department of English, Theatre, and Foreign Languages

6.1 Course Proposal: create SPNS 2xxx Special Topics in Hispanic Studies

6.2 Course Proposal: create SPNS 3xxx Special Topics in Hispanic Studies

6.3 Program Proposal: revise elective options for B.A. in Spanish

6.4 Program Proposal: revise elective options for B.A. in Spanish with Teacher Licensure

6.5 Program Proposal: revise elective options for Minor in Spanish

6.6 Program Proposal: revise elective options for Academic Concentration in Spanish

6.7 Course Proposal: revise title of THE 1620 Theatre Practicum (Introduction)

6.8 Course Proposals: revise prerequisites for THE ~~1810, 1820~~, 2020, 2040, 2330, 2340, 2810, 2820, 3040, 3170, 3310, 3340, 3540, 3810, and THES 3xxx

6.9 Course Proposal: revise title and prerequisites for THE 3330 Lighting Design

6.10 Course Proposal: revise title and description of THE 2060 Theatre Practicum (Shop and Lighting)

6.11 Course Proposal: revise course number, title, and prerequisite for THE 2110 (formerly 1650) Costume Technology

~~**6.12 Course Proposals:** revise credits and prerequisites for THE 2070 Stage Combat, THE 2080 Theatre Practicum (Assistant Stage Manager/Stage Manager), and THE 2350 Stage Management~~

6.13 Course Proposal: create THE 2030 Script Analysis

6.14 Course Proposal: create THE 2830 Lighting Technology

6.15 Course Proposal: create THE 3020 Props Design and Technology

6.16 Course Proposal: create THE 4050 Shakespeare and Performance

6.17 Course Proposal: create THE 4110 Acting IV: Advanced Methods

~~**6.18 Program Proposal:** revise program title and requirements for B.A. in English, Theatre Arts~~

6.1-6.11 7-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

6.13-6.17 7-0-0 Will be forwarded to Academic Affairs Committee for their vote

7. Proposals from the Department of Accounting and Finance

7.1 Course Proposal: revise prerequisites for ACC 2270 Financial Accounting

7.2 Course Proposal: revise prerequisites for FIN 3210 Financial Analysis with Spreadsheet Applications

7.3 Program Proposal: delete Minor in Quantitative Finance

7.4 Program Proposal: revise requirements for B.S. in Business Administration, Finance Track

7.1-7.3 7-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

7.4 7-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

8. Proposals from the Department of Geography and Geology

8.1 Course Proposal: create GGY 35xx Geographic Traditions and Methods

8.2 Course Proposal: create GGY 40xx Coding for the Geosciences and Geospatial Technologies

8.3 Course Proposal: create GGY 40xx Quantitative Methods

8.1-8.3 7-0-0 Will be forwarded to Academic Affairs Committee for their vote

9. Proposals from the Department of Health and Human Performance

9.1 Course Proposal: create EXER 5810 Internship in Health and Physical Education

9.2 Course Proposal: create EXER 6000 Thesis

9.3 Program Proposal: revise requirements for M.A. in Health and Physical Education, Exercise Science/Sports Administration

9.4 Program Proposal: revise requirements for M.A. in Health and Physical Education, Physical Education Licensure Concentration

9.5 Program Proposal: revise requirements for Master of Arts in Teaching with Health/Physical Education Specialization

9.1-9.2 7-0-0 Will be forwarded to Academic Affairs Committee for their vote

9.3-9.5 7-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

10. Proposals from the Department of Mass Communication

10.1 Course Proposal: revise title of PRE 4070 Public Relations Writing

10.2 Course Proposal: create PRE 3600 Public Relations Social Media

10.3 Program Proposal: revise requirements for B.S. in Mass Communication, Public Relations Track

10.1 7-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

10.2 7-0-0 Will be forwarded to Academic Affairs Committee for their vote

10.3 7-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

11. Proposals from the Department of History

11.1 Course Proposal: change course number for HST/PHI/PLS 2220 (1200) Introduction to Asian Studies

11.2 Course Proposal: change course number for HST 4740 (3700) Introduction to Public History

11.3 Course Proposal: revise title, prerequisites, and description of SSE 3650 Social Studies Curriculum Development and Purposes

11.4 Course Proposal: revise prerequisites and description for SSE 4000 Methods of Teaching Social Studies

11.1-11.4 7-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

12. Proposal from the Department of Sociology and Criminal Justice

12.1 Course Proposal: delete CRJ 4750 Computer Applications in Criminal Justice

12.1 Postponed until next meeting (no representative present)

13. Proposals from the Department of Mathematics and Computer Science

13.1 Course Proposal: revise title and description for **CSC 2260** Operating Systems and Networking, CSC 3380 Programming for the World Wide Web, CSC 3800 Database Management Systems, ITC 3250 System Administration, and ITC 4800 Advanced Computer Systems

13.2 Program Proposal: create a Cyber Security Track in the B.S. in Information Technology

13.1 7-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

13.2 7-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

14. Proposals from the Writing Intensive Committee [see **Error! Reference source not found.** and attached pdfs]

14.1 Program Proposal: add the following courses to the Writing Intensive Program in the WE category: ENG 2100 African American Literature; ENG 2760 Creative Nonfiction I; ENG 3760 Creative Nonfiction II; PLS 4510 American Foreign Policy

14.2 Program Proposal: add SSE 4000 Methods of Teaching Social Studies to the Writing Intensive Program in the WD category

14.1-14.2 7-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

15. Unfinished Business

16. New Business

17. Announcements

18. Adjournment 4:36

Appendix B
UNCP Writing-Intensive Program Course Proposal Form

Use this form to propose a Writing Enriched course or a Writing in the Discipline course for the QEP Writing Intensive Program. A Writing Enriched course is one that includes extensive and intensive instruction in writing. A Writing in the Discipline is a course that teaches students about the roles and uses of writing in their fields of study.

SWK 4600 Social Justice and Practice Ethics
 Course Prefix/Number Course title

Department Chair Approval: Yale Kodwo-Nyameazea _____

Part One: Department Information

Catalog course description:

SWK 4600 provides students with the opportunity to explore and apply ethics, values, policies and theories of organization that are important for understanding ethical social work decision making and social and economic justice. Students will integrate theory and practice by reviewing ethical dilemmas, value conflicts, and social injustices related to social work practice and populations. A central focus of this course is the examination and analysis of the relationship between social forces (e.g. politics, social inequities, socioeconomic status) and populations at risk.

- **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 (WID)

- **Course Format:**

Lecture Lecture & Lab Seminar Practicum Online Other (please specify) _____

- **Course Frequency:**

Each term Each year Alternate years Other (please specify) _____

Part Two: Course Information

--> **Attach a copy of the proposed course syllabus.** Specify below how you would envision using the elements listed in your proposed Writing Enriched or Writing in the Discipline course.

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:

There will three types of informal writing activities in this course:

- i) **Case Analysis Paper:** Students will complete five case analysis papers to facilitate the development of ethical decision-making skills. Students should integrate relevant research and specific examples to demonstrate their understanding of the assigned case studies. They should also provide, at least, two possible solutions to the identified problem/condition. Each case analysis paper should be between 1½-2 pages double-spaced. (See course attached course syllabus for detailed assignment guideline and grading rubrics). This paper represents 30% of student final grade in the course.
- ii) **Ethical Dilemma Analysis Paper:** Students will select from a list of ethical dilemma scenarios social workers may encounter in practice. Students will choose a scenario and compose a narrative using specified guidelines. The paper should be between 4-6 double-spaced pages, excluding title page, abstract and references. (See course attached course syllabus for detailed assignment guideline and grading rubrics). This paper represents 20% of student final grade in the course.
- iii) **Ungraded Draft Copies:** Students will be required to submit, at least, one draft copy of their Social Justice Policy Project paper to the course instructor for review. Using the instructor's feedback and critique, students are required to revise their papers and resubmit for final grading. Draft copies must be at least 12 double-spaced pages, and cover all the components of the paper (specified in the assignment guideline). Although points/grades will not be awarded to draft copies, they will be reviewed based on the criteria outlined in the grading rubrics.

1b. Estimated # of pages of INFORMAL writing in course: 24-32 pages

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

- Use writing to respond appropriately to diverse social context situations.
- Understand how non-fiction/social context shape reading and writing.
- Write in multiple social work-specific contexts.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Integrate their own ideas with those of others through literature review.
- Understand writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing primary and secondary sources.
- Understand the relationships among language, knowledge, power, and social interaction.
- Be aware that it takes multiple drafts to create and complete a successful text.
- Develop flexible strategies for generating, revising, editing, and proof-reading.
- Learn to critique their own and others' works.
- Use a variety of strategies to address a range of audiences and client situations.
- Develop knowledge of scholarly writing conventions ranging from structure and paragraphing, tone, mechanics, citations, etc.
- Practice appropriate means of documenting their work.

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

There will be one formal, polished paper titled Social Justice Policy Project. For this paper, students will identify a current problem of social or economic injustice affecting a population of their choice, then develop a policy paper, and plan to address it. Students will review the relevant literature about their chosen population and problem and integrate relevant socioeconomic theories into their papers. The paper should be approximately 12 to 20 double spaced pages in the

body of the work, excluding references, abstract, and title page. (See course attached course syllabus for detailed assignment guideline and grading rubrics). The polished paper will represent 30% of student final grade in the course.

2b. Estimated # of pages of FORMAL writing in course: 18-24 pages

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

- Use writing to respond appropriately to diverse social context situations.
- Understand how non-fiction/social context shape reading and writing.
- Write in multiple social work-specific contexts.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Integrate their own ideas with those of others through literature review.
- Understand writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing primary and secondary sources.
- Understand the relationships among language, knowledge, power, and social interaction.
- Be aware that it takes multiple drafts to create and complete a successful text.
- Develop flexible strategies for generating, revising, editing, and proof-reading.
- Learn to critique their own and others' works.
- Use a variety of strategies to address a range of audiences and client situations.
- Develop knowledge of scholarly writing conventions ranging from structure and paragraphing, tone, mechanics, citations, etc.
- Practice appropriate means of documenting their work.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? ___50%___ by the FORMAL writing assignments? ___30%___

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.

In this course, students will learn to write using the convention specific to social work discipline. Discipline-specific writing practices included in this course are: structure and content of a scholarly paper; organization of thoughts, choice of effective and culturally-specific words, and description individuals with accuracy and sensitivity; mechanic of style, and crediting sources. The course will require three types of informal writing and on formal writing. Informal writing including graded case analysis and ethical scenario analysis papers, and ungraded draft copies for the formal writing paper – social justice policy project paper. Instructor will thoroughly go over the assignment guidelines and use specific example to explain the writing requirements of each assignment. Through various writing samples, class demonstration, instructor feedback and critiques, and personal writing experiences, the instructor will model how writing is done in the social work discipline. Instructor will also give students feedbacks on draft copies and require students to do self-reflection about their ideas, and writing processes.

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?

Students will be required to submit, at least, one draft copy and a final paper on specified dates for each writing assignment. However, the course instructor may ask a student to submit additional

draft copies if he/she deems necessary. A draft copy will be submitted to the course instructor for review. Students will be required to revise their draft copy (based on instructor's comments) and then, resubmit for final grading. Students may, in consultation with the course instructor, submit more than one draft copy.

For Office Use Only

WE or WID course designation approved: _____
 WI Committee Chair _____ Date _____

SWK 4600-xxx: Social Justice and Practice Ethics

Professor:	Semester: Fall 2016
Phone:	Class Meeting:
Office:	Class Location:
Email:	Office Hours:

COURSE DESCRIPTION

SWK 4600 provides students with the opportunity to explore and apply ethics, values, policies and theories of organization that are important for understanding ethical social work decision making and social and economic justice. Students will integrate theory and practice by reviewing ethical dilemmas, value conflicts, and social injustices related to social work practice and populations. A central focus of this course is the examination and analysis of the relationship between social forces (e.g. politics, social inequities, socioeconomic status) and populations at risk. *Course prerequisites:* SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3910, 4450, 4800, and permission of instructor. ***This course is worth 3 credit hours.***

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. The ten competency areas are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

STUDENT LEARNING OUTCOMES

As a result of having completed the requirements of this course, students will demonstrate an increased ability to:

1. **Identify and apply values and ethical principles in the context of social work practice situations and ethical dilemmas; including the ability to formulate a decision for action and evaluate that decision by drawing upon professional ethics, policy and law, and the evidence base.**

Practice Behavior 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Practice Behavior 4.3: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Measured by: Ethical Case Analysis, Ethical Dilemma Paper

2. **Analyze the relationship between social work values and ethics and social justice; including the role for advocacy and empowerment in betterment of current delivery systems and current social policy issues.**

Practice Behavior 3.1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Practice Behavior 3.2: Engage in practices that advance social, economic, and environmental justice.

Measured by: Quizzes, Social Justice Project Paper

3. **Explore and evaluate how the intersection of cultural identity, ethnicity, gender, sexual orientation, class, and age influences decision-making about the design, organization, and the operation of social service delivery systems.**

Practice Behavior 2.1: Apply and communicate the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Practice Behavior 3.1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Measured by: Quizzes, Social Justice Project Paper

4. **Understand and describe the relationship between the roles and influence of economics, cultural and social values, politics and government, the for-profit sector, the not-for-profit sector, and the policy making processes on policy decision and the provision of human services.**

Practice Behavior 5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Practice Behavior 5.2: Assess how social welfare and economic policies impact the delivery of and access to social services.

Practice Behavior 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Measured by: Quizzes, Social Justice Project Paper

5. **Develop a social work practice policy response, which promotes ethical practice, advocacy, empowerment, and social and economic justice, to a current social problem experienced by a population at risk.**

Practice Behavior 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Practice Behavior 2.1: Apply and communicate the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Practice Behavior 3.1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Practice Behavior 3.2: Engage in practices that advance social, economic, and environmental justice.

Practice Behavior 4.3: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Practice Behavior 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Measured by: Quizzes, Social Justice Project Paper

REQUIRED TEXT(S)

Popple, P. & Leighninger, L. (2011). *The Policy-Based Profession*. 5th edition. Boston: Pearson
 Rothman, J. (2013). *From the Front Lines: Student Cases in Social Work Ethics*. Fourth edition.
 N.Y; Allyn & Bacon

RECOMMENDED TEXT

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: American Psychological Association.

OTHER REQUIRED READINGS

Other readings may be required throughout the course and will be indicated via the syllabus or assigned by the instructor (see course outline).

COURSE REQUIREMENTS & EXPECTATIONS**ASSIGNMENTS****Quizzes (20%):**

Quizzes may be given in-class as individual / group quizzes or may be given online. Topics for an in-class group or online quiz may include any reading material, and any class material up to the time of the quiz. If a participant misses a quiz, the quiz cannot be made up. The professor will announce the point values for each quiz.

Case Analysis (30%)

Students will complete 5 case analyses throughout the semester to facilitate the development of skills related to ethical decision making using field based case studies. Your ability to integrate research evidence in your understanding of the case and exploration of possible solutions is critical in these analyses. Each case analysis is worth 10 points and should not be more than 2 pages double spaced. You will lose points for going over the 2 page limit.

Portfolio Assignment: Ethical Dilemma Paper (20%)

Students will be given a list of scenarios involving ethical dilemmas that social workers may encounter in practice. Students are to choose a scenario and compose a narrative using the provided guidelines. The paper should be a minimum of 4 pages to a maximum of 6 double-spaced pages, excluding title page, abstract and references. The guidelines are at the end of the syllabus and posted in Blackboard.

Portfolio Assignment: Social Justice Policy Project Paper (30%)

Students will identify a current problem of social or economic injustice affecting a population at risk and develop a policy analysis and propose a plan for policy change to address the identified problem. Course concepts and evidence from the literature base are to be integrated into the paper. The paper should be approximately 12 to 20 double spaced pages in the body of the work, not counting references, abstract, and title page. This is only an estimate, however. The paper is evaluated on the quality of analysis, and evaluation (see rubrics elsewhere in this syllabus), and this is far more important than the number of pages. In the end, participants will produce a persuasive and meaningful work

EVALUATION OF COURSE OUTCOMES

ASSIGNMENT	POINTS
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Quizzes	20%
Case Analysis	30%
Portfolio Assignment: Ethical Dilemma Paper	20%
Portfolio Assignment: Social Justice Policy Project Paper	30%
	TOTAL 100%

Final grades will be based on the following scale:

A 92-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-91	B 82-86	C 72-76	D 62-66	
	B- 80-81	C- 70-71	D- 60-61	

TENTATIVE COURSE SCHEDULE
(subject to change at discretion of professor)

Week/Date	Course Topic/Content	Reading(s) (complete before class session)	Assignment Due/ Student Responsibility
Week 1	Social Justice Critical Thinking	Review Syllabus	
	Review of NASW Code of Ethics: Values, Principles and Standards	Rothman (2013) Chapters 2 and 3 Focus reading on Dolgroff, Lundberg & Harrington's Moral Screening and the NASW Code of Ethics	
Week 2	Targets of social work practice Dominance of micro practice Multiple levels of social welfare policy	Popple & Leighninger (2011), Chapter 2	Quiz
	Responsibility to clients: 3 rd party conflict of interest	Rothman (2013): Ethical Case #1 (p. 57) "When best interests of the client harm a third party"	
Week 3	Types of policy analysis Focus on immigration patterns and reform	Popple & Leighninger (2011), Chapter 3	Quiz Ethical Case #1 due
Week 4	Arguing for ethical action: Long range consequences	Rothman (2013) Chapter 4 Ethical Case #2 (p. 69) "Reading the future when best interest must last 20 years"	
Week 5	The place of history: Stories from the founding	Popple & Leighninger (2011), Chapter 4	Ethical Case #2 due
Week 6	Assumptions in analysis: Theory on social change	Popple & Leighninger (2011), Chapter 5	Quiz
Week 7	Arguing for ethical action: Informed consent	Rothman (2013) Ethical Case #3 (p. 127) "Can limitation of informed consent by an agency ever be justified?"	
Week 8	Politics: Do we trust the people?	Popple & Leighninger, Chapter 6	Ethical Case #3 due

Week 9	Poverty: What can be done The Great Depression and the Social Security Act Glass Steagall and its repeal	Popple & Leighninger, Chapter 7	Quiz
Week 10	Arguing for ethical action: Responsibility to host setting- when the host setting creates problems	Rothman (2013) Ethical Case #4 (p. 138) “An employee assistance counselor’s dilemma”	Ethical Dilemma Paper Due
Week 11	Beginning strategy: Building coalitions and audience “beginning the rhetoric” Aging- did we get it right? Social Security, Medicare/Medicaid	Popple & Leighninger, Chapter 8	Quiz Ethical Case #4 due
Week 12	Arguing for ethical action: Responsibilities as professionals- should some secrets be kept?	Rothman (2013) Ethical Case #5 (p. 165) “Where does professional responsibility lie?”	Social Justice Policy Project due
Week 13	Mental health and managed care	Popple & Leighninger, Chapter 9	Ethical Case #5 due
Week 14	Substance use and abuse and social justice Family preservation: for or against?	Popple & Leighninger, Chapters 10 & 11	Quiz
Week 15	Interaction and political skills: Rhetoric	Popple & Leighninger, Chapter 12	
Week 16 Final Exam Week	Review of course topics Presentation of Social Justice Policy Project final arguments.		Final arguments

ABOUT COMPUTER USAGE: Social work majors are required to have an email account to submit and receive assignments. Students may apply for an account. Merely complete the "New User Account" form found at <http://www.uncp.edu/ucis/accounts/index.htm>

COURSE & INSTRUCTIONAL METHODS

This is an application course, requiring students to practice techniques learned in an interactive learning environment. Information will be shared via lectures, guest speakers, and classroom and blackboard discussions.

This course is supported via the "Blackboard" website. Methods of instruction include lecture-discussion, simulation exercises, application of homework and assigned readings, and use of online technology such as Socrative.com, and Blogger.com. Assignment guidelines and other course handouts are available through the UNCP Blackboard site. Power points and other materials will be available via the online course section. Each week the class discussions and text readings may be supplemented by course materials such as handouts and/or power points. The classroom environment is used to discuss concepts beyond the textbook reading and therefore consistent attendance is important. **It is the responsibility of the student to carefully read and understand the syllabus and all distributed assignments and materials. Consistently check Blackboard for announcements.**

CLASS AND UNIVERSITY POLICIES

Technology Use Policy: Students are not permitted to conduct phone conversations, text, or email during class time. Students are not permitted to have the cell ring during class time. Students who use or conduct a phone conversation, allow their phones to ring during class, or surf the internet (i.e. Facebook, Twitter) will lose one point per class. Use of personal laptops is not permitted unless the use is explicitly permitted by the instructor and/or documentation is received from the Accessibility Resource Center (ARC). The use of E-Books is permitted during class to navigate course materials (please inform course instructor of E-Book use).

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

Attendance and Participation Policy: Attendance and class participation are critical to the learning and integration of materials. Students are considered in attendance only if present for the entire class.

Please note the following about attendance for this class:

- **Attendance is extremely important to the learning process.**
 - **A student will fail the class if more than six class hours (5 or more classes) are missed. There are no excused absences. The only exceptions to this are those allowed by the Religious Holiday and Absences for University Sanctioned Events policies).** Students should use any absences in a well-determined manner as extending at or beyond the six hours will result in failure of the course. Students are therefore encouraged to be mindful of absences and late arrivals and make every effort to be in attendance.

- **Arriving late or leaving early is disruptive, and may impact your grade.** Any late arrivals and unexcused absences (without notifying the instructor at least 1 hour prior to class), may result in a 1 point decrease from the student's overall grade per occurrence. The course instructor will document attendance as students enter the room at the beginning of class. If students arrive after attendance has been recorded, this will result in the 1 point decrease. If students leave class early without a prior arrangement with the professor this will result in the 1 point decrease.
- **Lack of preparation may impact your grade.** Students are expected to have read assigned material prior to the class. Students are also expected to participate in class discussion. Should it become clear that the student is unprepared; a student may have 1 point deducted from their overall grade.

Religious Holiday Policy: 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.
4. 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.

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. **If 15% or more of the course will be missed, the student should not enroll in the course without prior approval from the instructor (please note this is at the discretion of 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. If the absence is to fall on an assignment due date or exam date, the student must make arrangements to complete the exam or assignment by the due date. Graded activities

that take place during class and that involve interactions with classmates, such as group discussions cannot be made-up.

Late Assignments: No late assignments are accepted or exams allowed except in the case of extreme and documented emergencies.

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.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work (group work may be allowed and if so you will receive instructions on these assignments) and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, will result in a failing grade for the assignment and may result in a failing grade for the course. School and University policies on academic integrity (Academic Honor Code) will be strictly enforced. Students found to have intentionally and knowingly cheated or plagiarized will receive no credit for the exam or assignment, may receive a failing grade for the course. All students suspected of plagiarism will meet with the instructor to review the issue, and will be reported to the Office of Student Conduct where they may be subject to further action. (See the [UNCP Office of Student Conduct](#) for more information). Students who observe others violate this policy are expected to report this to the instructor.

Code of Conduct

A productive learning environment that is not inhibited by disruptive behavior is important in the MSW program. Students must engage in self-evaluation to determine if their behaviors are affecting the learning opportunities of other students. Students will be informed by the course instructor as to whether behaviors are disruptive and unethical within a graduate level social work program (i.e. personal conversations when instructor or student are speaking, leaving class to obtain food and then returning). In instances of disruptive behavior, students will receive a one point deduction per class as well as documentation in department file to be discussed with social work faculty. A Hawk Alert may also be submitted. Additional measures are expressed in the Code of Conduct at http://www.uncp.edu/sa/pol_pub/code_of_conduct.htm

SafeAssign: The instructor requires that students submit all written work through SafeAssign. The instructor may also manually submit students' work to either system to check for originality of work. SafeAssign is an online system that can determine if work is substantially similar to work from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.safeassign.com/>.

Unauthorized Persons in Class and Guest Speakers Invited by Students: Students are not to bring anyone who is not a registered student (i.e. children, friends, pets, etc.) in the course to

participate (or sit in) during class sessions. Persons invited by students as guest speakers or contributors to the course must be approved by the course instructor.

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.

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>.

Tutoring is available for most subjects in the Center for Academic Excellence to groups of up to five students per session, with peer tutors who show proficiency in courses and have been trained in effective tutoring strategies. To get the most effective results, students should sign up for tutoring as soon as possible after the beginning of the semester, come to tutoring sessions with specific questions prepared regarding course material, and attend the sessions consistently. Sign up for tutoring by contacting Courtney Walters at 910-775-4408 or courtney.walters@uncp.edu. **Student Support Services** provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid. Contact the TRIO office in the A and B suites in Jacobs Hall.

Supplemental Instruction (SI) is available in some sections of classes that present historically difficult material. An SI Leader is a model upper-division student who has taken the course and shown proficiency, and who has been trained in effective Supplemental Instruction leadership strategies. The SI Leader attends all lecture sessions and hosts at least three study sessions per week for students to attend voluntarily. SI sessions provide supplemental material for students to use to improve their understanding of the course material. SI sessions also provide an opportunity for students to ask questions and gain insight from their classmates. Students are encouraged to attend as frequently as possible to get the most benefit from the SI sessions.

The Resource Learning Lab in the Center for Academic Excellence offers computer based, self-paced tutoring in basic writing skills from composing sentences, paragraphs, and essays, to addressing common writing problems, basic reading comprehension, and word problem

dissection. These programs are 4 – 8 weeks long and offer non-credit, collectable test performance data on each student’s progress. The Resource Learning Lab also offers self-help DVDs for academic study skills such as Values and Goals, Time Management, Critical Thinking and Problem Solving, Active Listening and Note Taking, Researching, Reading and Writing, and Studying and Test Taking. The Resource Learning Lab is available to all students, whether right out of high school or non-traditional students needing a refresher, by contacting Mark Hunt at 910-775-4393 or mark.hunt@uncp.edu.

Academic Resource Mentors (ARMs) are available in the Center for Academic Excellence for all students regardless of academic standing or class standing. Participants are matched up with a peer mentor to meet for one 30 minute session each week to discuss progress in current classes and help students further develop their academic skill sets such as time management, test preparation, utilization of textbooks, note taking, and other valuable skills. Mentors also help students navigate the university’s policies and procedures such as grade replacements and academic appeals. ARMs host regular skill enhancement workshops that are available to all students, including those not regularly seeing a mentor. Workshops address specific topics such as understanding your educational expenses, preparing for your future career, the importance of being involved on campus, and what to do in order to recover from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or jennifer.bruner@uncp.edu.

The University Writing Center staff works one-to-one with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from any course or department are welcome to use the Center. Tutors work with students on all types of writing assignments, including application essays and personal statements. The University Writing Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students should visit <http://www.uncp.edu/writing/>

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 in-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.*

A Note about Professional Behavior Unprofessional behavior will not be tolerated; this includes - rude or disrespectful comments via web course tools, interactions with classmates or the instructor; biased or prejudiced language or action towards any of the populations served by social work. Should a student exhibit unprofessional behavior the instructor will deduct 3 points from their overall course grade for each occurrence. Should a disruption continue past the instructor addressing it the first time the student will be referred to the appropriate program coordinator and the Office of Student Conduct. Please note that you are considered burgeoning professionals and are expected to treat your colleagues with respect.

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General Internet Sources

- www.thomas.loc.gov – Site maintained by the Library of Congress.
- www.census.gov - Bureau of the Census.
- www.epn.org – The Electronic Policy Network
- www.jcpr.org – Joint Center for Poverty Research
- www.opensecrets.org – Center for Responsive Politics

Recommended Internet Sites:

- National Association of Social Workers: <http://www.naswdc.org>
- Council on Social Work Education: www.cswe.org
- Library of Congress: www.loc.gov

SWK 4600: Assignment Guidelines and Rubrics

Social Justice Policy Project Paper: Guidelines and Rubrics

The project paper will be approximately 12-15 double spaced pages in the body of the work, not counting references, abstract, and title page. This is only an estimate, however. The paper is evaluated on the quality of analysis, and evaluation (see grading rubrics), and this is far more important than the number of pages. In the end, participants will produce a persuasive and meaningful work.

Please remember:

- All assignments, unless specified otherwise by the instructor, will be in APA format, including title page, abstract and reference pages.
- No quotes of any kind are permitted in written work. If you find a good idea, put it in your own words and include a citation for the source.
- Do not cut-and-paste from any source, or close paraphrase from any source. This is considered evidence of plagiarism.
- Do not cut-and-paste or close paraphrase even your own work, whether from previous classes or from this class.

Read ALL assignment criteria before beginning the project!

Use the headings provided in the guide to avoid point loss.

Sections	Practice behaviors by section	Points Possible	Points Earned
Section 1. Proposing policy change (8 pts)	4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and		

	power		
<p>In this section you will describe a specific change in policy that you think will benefit the population experiencing a social problem. The policy change you propose could be a significant change in procedures, an enhancement of existing services, a key legislative initiative, or establishing a new service source (an agency). At least four peer reviewed citations are required.</p> <p>What is the current policy (or gap in current policy)?</p> <p>Why should a policy be changed? Choose a particular social issue for a rural area with which you are familiar</p> <p>Make a clear statement about what the policy change will be. The change can be at any level of government or administration. What should be done, by who and when. Be specific as you can.</p>		2	
<p>Why do you think your ideas will work better than current policy? What theories do you use and what are your hypotheses (there is a difference).</p>	<p>7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p> <p>7.2 Critique and apply knowledge to understand person and environment</p>	2	
<p>What do you think might be some issues in cultural accommodation for the community you have chosen? (Stress any cultural issues for African American, Native American, or Hispanic culture, Asian cultures that may apply. This is very important)</p>	<p>4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences</p>	2	
<p>How do your ideas about what should be done adjust to the rural environment here, and how it is changing? This requires some thought</p>	<p>4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences</p>	2	
<p>Section 2. Identify a coalition (8 points)</p> <p>From the community, select three organizations, groups, individuals or agencies that could form a coalition for your team, and describe each. This coalition is a group of like-minded people or organizations that will stand</p>	<p>3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>6.1 Use practice experience to inform scientific</p>		

with you and actively support efforts to make the changes you wish to see in policy. You may not agree on everything that a member of the coalition stands for, but you judge that you can help each other. Some members may be a local advocacy group...but remember all coalition members will be local, and will form a team that will help you initiate your proposal.	inquiry		
List each of the three potential coalition members and say why you chose each of them. Be specific as possible. Indicate what they each bring to the table. What do they contribute to your cause? What cautions or boundaries would you consider in this coalition?		2	
Approach and record the thoughts of two potential coalition members from the community as you sound them out on your ideas for a policy change. Record their responses. This can be as simple as a phone call. Be sure to ask their permission to mention their thoughts in this paper, which is used only for this class paper and not for research.		2	
Unintended consequences Assume things went along smoothly and your policy change was initiated. What would be TWO unintended consequences of your policy change, and how would you deal with each? (Note this is different from the two things that go wrong in the plan above. Things can go smoothly according to plan and still have unintended consequences)	6.1 Use practice experience to inform scientific inquiry	4	
Section 3. Connecting to Current Events (8 points)			
This fall is an election year. First, discuss social work's connection to state and federal policy issues. In what ways, if any, should social workers be involved in state/policy development? Identify any values/ ethics that guide social work involvement in such.		2	
Connect your policy project to candidates who are running for office at the 1) federal and 2) state level. For example, identify which candidate at each level you believe would be most likely to support your policy project,		4	

which would be most likely to not support your project, and provide supporting evidence for each.			
Finally, reflect on your own involvement in policy at local, state, and federal levels. In what ways have you personally been involved in the past? What are your personal/professional goals for the future?		2	
Organization & Presentation (6 points)			
Logical sequencing and continuity of ideas		1	
Clarity of expression		1	
APA abstract and references		2	
Evidence of Proofreading with not more than 3 errors (<i>1 point</i>)		1	
Paper is within the page limit of 12 to 15 double-spaced pages excluding abstract, references and title page (<i>1 point</i>)		1	
TOTAL		30	

SWK 4600 Ethical Dilemma Paper (Portfolio Assignment): Guidelines and Rubrics

Assignment Overview: Below you are provided the option of two scenarios involving ethical dilemmas that social workers may encounter in practice. You are to choose a scenario and compose a narrative using the provided guidelines. The paper should be a minimum of 4 pages to a maximum of 6 double-spaced pages, excluding title page, abstract and references.

Use the following guidelines to avoid loss of points. In addition, cite scholarly literature on the issue or the population that might impact your decision making process. Include at least three peer reviewed articles published within the last 3 years.

1. Read the provided case studies on page three. In your paper, provide a summary of key ethical issues in the case, highlighting the conflicting choices.
2. Identify the parties (individuals or organizations) involved, their rights and responsibilities. Incorporate information from the NASW Code of Ethics and relevant scholarly literature in this section to provide accurate understanding of the case.
3. What relevant personal, societal, agency, professional, and client values are in this case? Are these values in any order of importance? Why? Use scholarly literature and tools from our course to support your answer.
4. Identify at least 3 *options* or possible courses of action that can be used in this case.
5. If you had the ultimate authority in this case, which course of action would you choose? Support your choice with relevant sections from the NASW Code of Ethics and scholarly literature to illustrate how these informed your decision making process.
6. Reflecting on the course of action that you chose in (4), what are the possible pros and cons, including who will benefit or be harmed?

Please note: Cite at least three peer reviewed journal articles published within the last 3 years, in addition to the NASW Code of Ethic and our class text. No quotes of any kind are permitted in written work. If you find a good idea, put it in your own words and include a citation for the source. See the next page for the criteria that will used to grade your paper.

Your paper will be graded based on how well you address the following: Did the writer:

Content (24 points)	Weak	Fair	Excellent
1. Identify summarize key issues AND conflicting choices (3 points)			
2. Identify the parties (individuals or organizations) involved, their rights and responsibilities (4 points)			
3. Discuss relevant personal, societal, agency, professional, and client values and their order of importance. (4 points)			
4. Identify 3 options or possible courses of action that can be used to resolve an ethical dilemma identified in (1) (2 points)			
5. Select one course of action with justification for their choice (2 points)			
6. Describe pros and cons of choice in (5), including who will benefit or be harmed by the course of action (3 points)			
7. Provide appropriate in-text citation according to APA guidelines (2 points)			
8. Integrate aspects of the NASW Code of Ethics, and ethical decision making models in their paper? (2points)			
9. Cite and integrate appropriate three peer reviewed articles published within the last 3 years (2 points at 1 for each article)			
Organization (4 points)	Weak	Fair	Excellent
Logical sequencing and continuity of ideas (1 point)			
Clarity of expression (1 point)			
APA abstract and references (2 points at 1 point each)			
Presentation (2 points)	Weak	Fair	Excellent
Evidence of Proofreading with not more than 3 errors (1 point)			
Paper is within the page limit of 4 to 6 double-spaced pages excluding abstract, references and title page (1 point)			
TOTAL 30 points			

SWK 4600: Case Analysis Guidelines and Rubrics

After reading the case and understanding the ethical problem and resolution presented, answer the following questions. Your paper should be 2 to 2.5 double-spaced pages, excluding title page and references. Use these guidelines for all the 5 Case Analysis Papers. Each Case Analysis is 6 points for a total of 30 points overall.

Questions for analysis:

1. Briefly describe the ethical dilemma that exists and a decision that was made.
2. Describe the most important ethical, legal, or other standards that stood out in that decision.
3. Choose the one fact of the case (a variable in the situation, a necessary ethical standard, etc.) that seems to draw your attention as most important for making one of the decisions

presented? There may be several things that seem important but pick the one that stands out for you and provide supporting evidence on why your choice could be the most important with appropriate in text citation.

4. Imagine you could change this one fact in any way.
 - a. Describe how you would change it using research evidence, course materials, or ethical decision making models to develop your idea for change.
 - b. Explain how the change above would influence the ethical decisions, principles or issues that are presented in the case.

Your paper will be graded based on how well you address the following:

Content (4 points)	Weak	Fair	Excellent
Did the writer			
1. Identify an ethical decision that was made in the case and relevant standards/legal codes (.5 points)			
2. Identify one fact that was most important in leading the identified decision (.5 point)			
3. Provide evidence to support their chosen fact (1 point)			
4. Describe how they would change the identified fact (.5 points)			
5. State research evidence, aspects of the NASW Code of Ethics, or ethical decision making models in their change idea? (1 points)			
6. Explain how the change above would influence the ethical decisions, principles or issues that are presented in the case? (.5 point)			
Organization (1 point)	Weak	Fair	Excellent
Logical sequencing and continuity of ideas (.25 points)			
Clarity of expression (.25 points)			
Paper is within the page limit (.25 points)			
APA format, in-text citation and references (.25 points)			
Discussion (1 point)	Weak	Fair	Excellent
Contributes to the learning of other through discussion board activity (1 point)			
TOTAL 6 points			