Academic Affairs Committee
Wednesday, April 19, 2017 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 (Interim Provost and VC for Academic Affairs)

I.   Call to Order

II.   Approval of Minutes of the March 15, 2017 meeting (Appendix A)

III.   Adoption of the Agenda – Note: online agenda for most items from Curriculum Subcommittee available at: https://uncp.curriculog.com/agenda:27/form

IV.   Report from the Chair

V.   Reports from Administrators

VI.   Reports from Subcommittees

   A.   Curriculum: Jaime Martinez, Chair

   A.1   Actions requiring only AAC chair signature:

   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
   (Approved 7-0-0)

   7. Proposals from the Department of Economics and Decision Sciences
   7.1 Course Proposal: revise prerequisites for DSC 5550 Time Series Analysis

(Approved 7-0-0)

8. Proposal from the Master of Business Administration Program
8.1 Program Proposal: add two elective options to Professional Enhancement Courses in MBA programs
(Approved 7-0-0)

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
(Approved 7-0-0)

13. Proposals from the Department of Sociology and Criminal Justice
13.1 Course Proposal: delete CRJ 4750 Computer Applications in Criminal Justice
(Approved 7-0-0)

14. Proposals from the Department of Mathematics and Computer Science
14.1 Course Proposal: revise prerequisites for MAT 3280 Probability and Statistics I
(Approved 7-0-0)

A.2   Actions requiring AAC approval only:

7. Proposals from the Department of Economics and Decision Sciences
7.2 Course Proposal: create DSC 5240 Business Analytics
7.3 Course Proposal: create DSC 5600 Project in Business Analytics
(Approved 7-0-0)

9. Proposal from the Department of Health and Human Performance
9.1 Course Proposal: create RSA 1010 Survey of Athletic Leadership
(Approved 7-0-0)

10. Proposals from the Department of Educational Specialties
10.5 Course Proposal: create ECE 4080 Early Language and Literacy
(Approved 7-0-0)

12. Proposal from the Department of Social Work
12.1 Course Proposal: create SWK 4450 Medical Social Work
(Approved 7-0-0)

13. Proposals from the Department of Sociology and Criminal Justice

13.2 Course Proposal: create SOC 3170 Social Gerontology
(Approved 7-0-0)

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]
(Approved 7-0-0)

A.3   Actions requiring AAC approval and to be sent to Senate:

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)
(Approved 7-0-0)

5. Proposals from the Department of English, Theatre, and Foreign Languages
5.3 Program Proposal: revise program title and requirements for B.A. in English, Theatre Arts
(Approved 7-0-0)

6. Proposals from the Department of Accounting and Finance
6.1.1 Program Proposal: revise requirements for B.S. in Business Administration, Finance Track
(Approved 7-0-0 at April Curriculum meeting)
6.1.2 Program Proposal: revise requirements for B.S. in Business Administration, Finance Track
(Approved 7-0-0 at March Curriculum meeting)

7. Proposals from the Department of Economics and Decision Sciences
7.4 Program Proposal: create new concentration in Business Analytics for Master of Business Administration program
(Approved 7-0-0)

10. Proposals from the Department of Educational Specialties
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
(Approved 7-0-0)

14. Proposals from the Department of Mathematics and Computer Science
14.2 Program Proposal: Eliminate the B.S. in Mathematics Education (9-12) with a 9-12 Licensure concentration in the B.S. in Mathematics
14.3 Program Proposal: Eliminate the B.S. in Mathematics Education (Middle Grades) with a Middle Grades Licensure concentration in the B.S. in Mathematics
(Approved 7-0-0)

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: create a new B.M. in Music that encompasses the B.M. in Musical Theatre and B.M. in Music Education and eliminate the separate B.M. in Musical Theatre and B.M. in Music Education degrees
(Approved 7-0-0)

    B.   General Education: Abigail Mann, Chair

    C.   Enrollment Management: Robin Snead, Chair

    D.   Academic Support Services: Robert Arndt, Chair

VII. Old Business

VIII. New Business

    A.   Required Syllabus Policies and Student Resources URL Proposal (Appendix C)

    B.   Brooke Kelly, Chair of Student Affairs and Campus Life Committee: report on results of the Student Activity Period survey

IX. Announcements

X.   Adjournment

Appendix A

Meeting of the Academic Affairs Committee
Wednesday, March 15, 2017
University Center, Room 233

Members present: Jonathan Maisonpierre (chair, senator), Jose D'Arruda (senator), David Nikkel (senator), Robert Arndt (chair, Academic Support), Jaime Martinez (chair, Curriculum), Cliff Mensah (senator), Cynthia Miecznikowski (senator), John Parnell (senator), Enrique Porrua (senator)

Members absent: Scott Billingsley (provost), Abigail Mann (chair, General Education), June Power (secretary, senator), Robin Snead (chair, Enrollment Management)

Guests: Jenelle Handcox, Mark Hunt, Jesse Rouse, Lourdes Silva, Emilia Bak, Brandon Tester, Rachel Smith (representing EMS), Holden Hanson, Joonglyu Lee, Richard Barnes, Kelly Ficklin, Xin Zang

Recording Secretary: June Power

I.   Call to Order

      Chair Maisonpierre called the meeting to order at 3:30 PM.

II.   Approval of Minutes of February 15, 2017, Meeting

      The minutes were approved.

III. Adoption of Agenda

      The agenda was approved. Note: online agenda for most items from Curriculum Subcommittee available at: https://uncp.curriculog.com/agenda:17/form.

IV.   Report from the Chair

      No report.

V.   Reports from Administrators

      No report

VI.   Report from Subcommittees

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

A.1   Actions requiring only AAC chair signature:

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

5. Proposals from the Department of Elementary Education
5.1 Course Proposal: revise prerequisite for EDN 2100 Introduction to Education

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

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

8. Proposal from the Master of Business Administration Program
8.1 Program Proposal: add two elective options to Professional Enhancement Courses in MBA programs

10. Proposals from the Department of Mass Communication
10.1 Course Proposal: revise title of PRE 4070 Public Relations Writing

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

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

A.2   Actions requiring AAC approval only:

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
6.13 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
(Approved 8-0-0)

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
(Approved 8-0-0)

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
(Approved 8-0-0)

10. Proposals from the Department of Mass Communication
10.2 Course Proposal: create PRE 3600 Public Relations Social Media
(Approved 8-0-0)

A.3   Actions requiring AAC approval and to be sent to Senate:

5. Proposals from the Department of Elementary Education
5.2 Program Proposal: remove ELE 2900 and HST 3170 from requirements for the B.S. in Elementary Education degree program (Approved 8-0-0)
5.3 Program Proposal: revise enrollment GPA requirement for the Master of Arts in Teaching Programs
Following discussion, the committee decided to disregard this proposal since approving or disapproving GPA requirements of programs is not within the purview of the Curriculum Subcommittee

9. Proposals from the Department of Health and Human Performance
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
(Approved 8-0-0)

10. Proposals from the Department of Mass Communication
10.3 Program Proposal: revise requirements for B.S. in Mass Communication, Public Relations Track
(Approved 8-0-0)

13. Proposals from the Department of Mathematics and Computer Science
13.2 Program Proposal: create a Cyber Security Track in the B.S. in Information Technology
(Approved 8-0-0)

14. Proposals from the Writing Intensive Committee (Appendix B) (pp. 10-38)
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
(Approved 8-0-0)

B. Abigail Mann, General Education Chair

   No Report

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

   Proposal to revise Academic Standing policy (Agenda Appendix C)

   Discussion ensued.

   (Approved 8-0-0)

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

   Academic Support Services Report, March 2017

   A.   Accessibility Resource Center
        1. ARC is working on creating an advisory board and ADA plan.
        2. ARC is planning to add accessibility reminders or check sheet to FRS for room

reservations.
   B.   Center for Student Success
        1. STAR is a new program for assisting/mentoring students on academic probation has
        been implemented, has grown substantially, and receives very positive feedback.
   C.   Division of Information Technology
        1. Website transition is well under way, and Tony Wilson is heading that.
        2. LMS analysis has been submitted to FIAC.
        3. CCI will receive a funding decision this week. Many computers need to be replaced.
        Will prioritize based on the age of existing computers.
        4. DoIT hopes to replace classroom machines and projectors.
        5. Email transition to Office 365 under way and the shift will come in stages.
        6. WebX has limited closed-captioning functions
   D.   Mary Livermore Library
        1. No report submitted.
        2. The library will have make cuts in existing databases, however there will be some
        overlap in journal coverage. Interlibrary loan will be available for items no longer in full-
        text. The library will be short one librarian, likely through this summer.
   E.   Writing Center
        1. Brandy Brown has been appointed the new director of the Writing Center and will
        begin her duties in August.
        2. Mary Livermore Library and the Writing Center held a research and writing academy
        for graduate students, with nine students attending.

VIII.   Old Business

     SACL is still collecting data regarding the possible reinstatement of the activity period.

IX. New Business

     No new business.

X.   Announcements

     No announcements.

XI. Adjournment

     The meeting adjourned at 4:30 PM.

Respectfully submitted by June Power,
Recording Secretary

Return to Agenda

Appendix B – Writing Intensive Courses and Syllabi

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 <u>requirements</u> this course meets [for purposes of department planning--check all that apply]:**

___Gen ED _X__Dept. Major ___Dept. Minor _X__Writing Enriched (WE) _X_Writing in the Discipline (WID)

* **Course Format:**

__X_Lecture ___Lecture & Lab ___Seminar ___Practicum __X__ Online ___Other (please specify)_____

* **Course Frequency:**

___Each term __X_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. C*ourse 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

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: 3rd 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.**

     o **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.** <u>Any late arrivals and unexcused absences (</u>without notifying the instructor at least 1 hour prior to class)<u>, 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.</u>

- **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 <u>should not enroll</u> 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.

Bibliography

Akerlof, G., & Shiller, R. (2009*). Animal Spirits: How Human Psychology Drives the Economy, and Why*

   It Matters for Global Capitalism. Princeton, N.J.: Princeton A

Davis, K. (2008). *America's Hidden History*. NY: HarperCollins Publishers

Harvey, D. (2014). *Seventeen Contradictions and the End of Capitalism* NY: Oxford University Press

Kahneman, D. (2011). *Thinking, Fast and Slow* NY: Farrar Straus and Giroux

Leibovich, M. (2013).*This Town*: NY: Penguin Group

Lewis, M. (2011). *Boomerang: Travels in the New Third World* NY: W.W.Norton & Company

Ramo, J. (2009). *The Age of the Unthinkable*. NY: Little, Brown & Co.

Schama, S. (2009). *The American Future: A History*. NY: HarperCollins Publishers

Especially insightful re: the oppression of minorities in the U.S.; including Indigenous Peoples.

Taleb, N. (2007). *The Black Swan: The Impact of the Highly Improbable*. N.Y.: Random house.

Zinn, H. (2003). *A People's History of the United States*. NY: HarperCollins Publishers.

Lumbee People

Anderson, R. K. (1999). Lumbee kinship, community and the success of the Red Banks Mutual
   Association. *American Indian Quarterly, 23*, (2), 39-59.

Lumbee Tribe of North Carolina. (2008). Who are the Lumbee? *The Lumbee Tribe of North
   Carolina: A tribe in action*. Retrieved June 14, 2008 from
   http://www.lumbeetribe.com/History_Culture/Geneology.html

McCulloch, A. M., & Wilkins, D. E. (1995). "Constructing" nations within states: The quest for
   federal recognition by the Catawba and Lumbee tribes. *American Indian Quarterly, 19*(3),
   361-389.

Sider, G. (2006). The walls came tumbling up: The production of culture, class and Native American
   societies. *The Australian Journal of Anthropology, 17*(3), 276-290. This article highly
   recommended .

U.S. Census Bureau. (2007). American community survey. *U.S. Census Bureau News.* Retrieved
June 14, 2008 from http://www.census.gov/Press-
Release/www/releases/archives/income_wealth/010583.html

These are older but still very good for selected topics

Albert, R. (2000). *Law and social work practice* (2nd ed.) New York: Springer Publishing Co.

Barker, R.L. and Branson, D.M. (2000). *Forensic social work: Legal aspects of*   p*rofessional
  practice (* 2nd ed.) Binghamton, NY: The Haworth Press.

Brauner, S. & Loprest, P. (1999). *Where are they now? What states' studies of people who left
  welfare tell us*. Wahington, DC: Urban Institute.

Burt, M. & Laudan, A. (2000). *America's homeless II: Populations and services*. Washington, DC:
  Urban Institute.

Dobelstein, A.W. (2003). *Social welfare: Policy and analysis* (3rd ed.). Pacific Grove, CA:
  Thomson/Brooks/Cole.

Chambers, D.E. & Wedel, K.R. (2005). *Social policy and social programs: A method for the
  practical public policy analyst.* (4th ed). Boston, MA: Pearson/Allyn & Bacon.

Hoffman, C. (1998). *Uninsured in America.* Washington, DC: Henry J. Kaiser Family Foundation.

Jansson, B.S. (1993 or later). *Becoming an effective policy advocate: From policy practice to social
  justice.* Pacific Grove, CA: Brooks/Cole.

Madden, R.G. (2003). *Essential law for social workers*. New York: Columbia University Press.

Mink, G., & Solenger, R. (Eds.). (2003) *Welfare: A documentary history of US policy and politics*.
    New York: University Press.

Wineburg, B. (2001). *A limited partnership: The politics of religion, welfare and social service*.
    New York: Columbia University Press.

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		
In this section you will describe a specific		2	

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. What is the current policy (or gap in current policy)? Why should a policy be changed? Choose a particular social issue for a rural area with which you are familiar 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.			
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).	7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation 7.2 Critique and apply knowledge to understand person and environment	2	
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)	4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences	2	
How do your ideas about what should be done adjust to the rural environment here, and how it is changing? This requires some thought	4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences	2	
Section 2. Identify a coalition (8 points) 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 with you and actively support efforts to make the changes you wish to see in policy. You	3.1distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 6.1 Use practice experience to inform scientific inquiry		

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.			
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, which would be most likely to not support your project, and provide supporting evidence for		4	

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 *(1 point)*		1	
Paper is within the page limit of 12 to 15 double-spaced pages excluding abstract, references and title page *(1 point)*		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			

Return to Agenda

Appendix C – Required Syllabus Policies and Student Resources URL Proposal

Professors will have the option of including two links on their syllabi. The first, a universal syllabus addendum, will contain all required policies and statements that apply to all UNCP classes. The inclusion of this link and descriptive sentence (see below) would replace the need for using expanded prose of required syllabus policies. The second, a Student Resources link, will contain a list and brief description of the many resources available to our students, including contact information.

The URL for these links will never change. It will provide an efficient means of updating information, save professors time (no more updating slight changes to wording or contact information in syllabi), reduce error rate of using old or incorrect policies/statements/contact information, and save paper.

Each link on the syllabus would be accompanied by a brief one sentence descriptor about what information is available at that link. The following is an example of how this would appear on a syllabus:

Universal Syllabus Addendum: www.uncp.edu/universal-syllabus
This webpage contains required policies and statements that apply to all classes at UNCP.

Student Resources: www.uncp.edu/student-resources
This webpage contains a list and brief description of the resources available to UNCP students.

These would both be web pages under Academic Affairs directory (text on a web page, not a PDF document) and would be maintained by the Office of Academic Affairs (OAA). OAA would decide which university resources are included on the Student Resources page.

The inclusion of these links on syllabi would not be mandatory. Instead, a professor should still feel free to include all the expanded prose of the required policies and statements, as they currently do. I can't imagine that anyone would want to do that and keep them updated, but it is better to provide the option.

_____

The following information would appear on the universal syllabus addendum web page www.uncp.edu/universal-syllabus-addendum (or perhaps a better URL name). These are required policies for all syllabi. Where options of policy wording/display were offered (e.g. Religious Holiday Policy), the more concise version was chosen.

<u>**Universal Syllabus Addendum**</u>

The following information applies to all UNCP classes:

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.

Religious Holiday Policy Statement
Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and 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. 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.

Americans with Disabilities Act (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

Alternative Format Statement
~~This publication is~~ All university publications, including syllabi, are available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

[Aaron Vandermeer spoke with Nicolette Campos (ARC) about altering the statement about alternative formats within the context of syllabi as proposed above. She said it was no problem to have it say "All university publications, including syllabi, are available in alternative formats…"]

The following is an example of information would appear on the Student Resources page in the Office of Academic Affairs web directory at www.uncp.edu/student-resources (or perhaps a another URL name).

<div align="center">**Student Resources Addendum**</div>

The following resources are available to UNCP students:

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.

Counseling and Psychological Services (CAPS)
Counseling and Psychological Services (CAPS) offers a range of clinical mental health options including individual, group and couples counseling. Learning disability and psychological assessment is available through appointment, we work closely with the Accessibility Resource Center to advocate for and support students' academic success. We offer advocacy for survivors of sexual assault and those accused through both our Case Manager and our Sexual Assault Advocate. We have an Alcohol and Other Drug (AOD) specialist on staff to work with students struggling with issues of addiction. Chavis University Center, Room 243: (910) 521-6202

Tutoring
The tutoring program of the Center for Student Success 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 Tutoring Program Sign-up or contact jennifer.mcneill@uncp.edu or 910-775-4311.

Academic Resource Mentoring
Academic Resource Mentoring in the Center for Student Success 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.

Health Careers Access Program (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 hcap@uncp.edu or 910-521-6673.

Resource Learning Lab
The Resource Learning Lab in the Center for Student Success 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 (STAR)
The STAR program in the Center for Student Success 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 timothy.hunt@uncp.edu or 910-775-4395.

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 trioprograms@uncp.edu or 910-521-6242.