

**AGENDA**  
**Meeting of the Academic Affairs Committee**  
**Wednesday, February 17, 2016**  
**University Center, Room 213**

**Committee Membership**

Jose D'Arruda (Senator & Chair)	Patricia Sellers (Senator)
Justice Beverly (Senator)	Abigail Mann (chair of General Education)
Rick Crandall (Senator)	Jaime Martinez (chair of Curriculum)
Jonathan Maisonpierre (Senator)	Emily Neff-Sharum (chair of Enrollment)
Cliff Mensah (Senator)	Robert Arndt (chair of Academic Support)
Cyndi Miecznikowski (Senator and Secretary)	Zoe Locklear ( Provost and VC for Academic Affairs)
David Nikkel (Senator)	

- I. Call to Order
- II. Approval of the Minutes of the January 20, 2016 Meeting ([Appendix A](#))
- III. Approval of the Agenda
- IV. Report from the Chair
- V. Reports from Subcommittees

A. **Curriculum:** Jaime Martinez, Chair

***a)* Actions Requiring only AA Chair Signature ([Appendix B](#))**

**4. Proposals from the Department of English, Theatre, and Foreign Languages** (see [Appendix B](#) for proposal details)

**4.2 Program Proposal:**( see [Appendix B](#) for proposal details )Add SPN 3720 to the elective options in B.A. in Spanish, B.A. in Spanish with Teacher Licensure (K-12), Academic Concentration in Spanish, and Minor in Spanish

4.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

**7. Proposals from the Department of Educational Leadership and Counseling** (see [Appendix B](#) for proposal details)

**7.1 Course Proposal:** (see [Appendix B](#) for proposal details) Revise prerequisites and description for CNS 5350 The Professional School Counselor

7.1 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

**7.2 Course Proposal:** (see [Appendix B](#) for proposal details) Revise prerequisites and description for CNS 5450 The Clinical Mental Health Counselor

7.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

**7.3 Course Proposal:** (see [Appendix B](#) for proposal details) Revise prerequisites and description for CNS 5600 Assessment Practices in Counseling

7.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

**7.4 Course Proposal:** (see [Appendix B](#) for proposal details) Revise prerequisites and description for CNS 6100 Counseling Practicum

7.4 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

**7.5 Course Proposal:** (see [Appendix B](#) for proposal details) Revise prerequisites and description for CNS 6120 Clinical Mental Health Counseling Internship

7.5 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

**7.6 Course Proposal:** (see [Appendix B](#) for proposal details) Revise prerequisites and description for CNS 6130 School Counseling Internship

7.6 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

**7.13 Program Proposal:** (see [Appendix B](#) for proposal details) Revise program description for M.A.Ed. in Clinical Mental Health Counseling to reflect new course prerequisites and remove student learning objectives from catalog

7.13 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

***b) Actions Requiring AA Approval Only*** (see ([Appendix C](#))for proposal detail)

**4. Proposals from the Department of English, Theatre, and Foreign Languages** (see [Appendix C](#) for proposal details)

**4.1 Course Proposal:** (see ([Appendix C](#))for proposal detail) Create SPN 3720 Spanish for Medical Professionals

4.1 Proposal Approved : 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic Affairs Committee for their vote only.

**5. Proposals from the Department of Social Work** (see [Appendix C](#)) for proposal details)

**5.1 Course Proposal:** Create SWK 4600 Social Justice and Practice Ethics

5.1 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic Affairs Committee for their vote only.

**5.2 Course Proposal:** (see [Appendix C](#)) Create SWK 4720 Social Work Practice with Individuals with Disabilities

5.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic Affairs Committee for their vote only.

**6. Proposals from the Department of Health, Physical Education, and Recreation** ([Appendix C](#) for proposal details)

**6.1 Course Proposal:** Create EXER 5120 Advanced Methodologies in Health/PE II

6.1 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs Committee for their vote only

## **7. Proposals from the Department of Educational Leadership and Counseling**

**7.7 Course Proposal:** (see ([Appendix C](#))for proposal detail) Create CNS 5650 School Counselor as Leader, Advocate, and Consultant

7.7 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs Committee for their vote only.

**7.8 Course Proposal:** (see ([Appendix C](#))for proposal detail) Create CNS 5750 College and Career Readiness

7.8 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs Committee for their vote only.

**7.9 Course Proposal:** (see ([Appendix C](#))for proposal detail) Create CNS 5760 Legal Aspects of Educational Leadership and Cross-List with EDNL 5860 Legal Aspects of Educational Leadership

7.9 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs Committee for their vote only.

**7.10 Course Proposal:** (see ([Appendix C](#))for proposal detail) Create CNS 5770 Evidence-Based School Counseling

7.10 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs Committee for their vote only.

**7.11 Course Proposal:** (see ([Appendix C](#))for proposal detail) Create CNS 5780 Addressing the Achievement Gap and Issues of Social Justice

7.11 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs Committee for their vote only.

## ***c) Actions Requiring AA Approval and to be sent to Senate*** (see [Appendix D](#))

### **Proposals from the Department of Social Work**

**5.3 Program Proposal:** (see [Appendix D](#) for proposal details) Revise requirements and elective options for Bachelor of Social Work program

5.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic Affairs Committee and the Senate for their vote.

### **6. Proposals from the Department of Health, Physical Education, and Recreation** (see [Appendix D](#) for proposal details)

**6.2 Program Proposal:** (see [Appendix D](#) for proposal details) Revise course requirements for Master of Arts in Physical Education: Physical Education Licensure Concentration

6.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic Affairs Committee and the Senate for their vote.

**6.3 Program Proposal:** (see [Appendix D](#) for proposal details) Revise course requirements for Master of Arts in Teaching with Health/Physical Education Specialization

6.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic Affairs Committee and the Senate for their vote.

**Proposals from the Department of Educational Leadership and Counseling** (see [Appendix D](#) for proposal details)

**7.12 Program Proposal:** (see [Appendix D](#) for proposal details) Revise program requirements and elective courses for M.A.Ed. in Professional School Counseling, and also revise description to reflect new course prerequisites, student learning objectives, and program-specific admissions requirements

7.12 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic Affairs Committee and the Senate for their vote.

**B. Enrollment Management:** Emily Neff-Sharum, Chair

**Proposal: Military Student Success Policy** (See [Appendix F](#) for details)

From: Enrollment Management Subcommittee, Vote: 8-0 -0, Date of vote: 2/10/2016

**C. General Education:** Abigail Mann, Chair

**D. Academic Support Services:** Robert Arndt, Chair

- VI. Old Business.
- VII. New Business
- VIII. Announcements
- IX. Adjournment

**MINUTES**  
**Meeting of the Academic Affairs Committee**  
**Wednesday, January 20, 2016**  
**University Center, Room 213**

**Committee Membership**

Jose D'Arruda (Senator & Chair)	Patricia Sellers (Senator)
Justice Beverly (Senator)	Abigail Mann (chair of General Education)
Rick Crandall (Senator)	Jaime Martinez (chair of Curriculum)
Jonathan Maisonpierre (Senator)	Emily Neff-Sharum (chair of Enrollment)
Cliff Mensah (Senator)	Robert Arndt (chair of Academic Support)
Cyndi Miecznikowski (Senator and Secretary)	Zoe Locklear ( Provost and VC for Academic Affairs)
David Nikkel (Senator)	
Not present: Jose D'Arruda, Rick Crandall, Cliff Mensah	

X. Call to Order

3:43 pm David Nikkel in for Jose D'Arruda

Approval of the Minutes of the November 18, 2015 Meeting

Approval of the Agenda      Approved 9-0-0

XI. Report from the Chair      None

XII. Reports from Subcommittees

E. **Curriculum:** Jaime Martinez, Chair

***d)* Actions Requiring only AA Chair Signature ([Appendix B](#))**

**4. Proposal from the Department of Psychology**

**4.1 Course Proposal:** revise prerequisites for PSY 2160

**5. Proposal from the Department of Sociology and Criminal Justice** (see ([Appendix B](#)) for proposal detail)

**5.1 Program Proposal:** clarify total number of SOC/CRJ electives required for students completing a Bachelor of Arts in Criminal Justice (to update DARS reports)  
Note: No change in the catalogue just the information in the registrar's office

**6. Proposals from the Department of Accounting and Finance**

**6.1 Course Proposal:** revise prerequisites and description for FIN 3040

**7. Proposals from the Department of Economics and Decision Sciences**

**7.1 Course Proposal:** revise prerequisites for DSC 2090

**7.2 Course Proposal:** revise title, description, and prerequisites for ECN 3040

Correction: Should say “C or better” in MAT 1070 or higher and in ECON 2030 (In order to cross list the course, they should have the same prerequisites)

**7.4 Program Proposal:** correct typo in list of required courses for B.S.B.A. with Economics Track

***e) Actions Requiring AA Approval Only)***

**6. Proposals from the Department of Accounting and Finance**

**6.2 Course Proposal:** create ACC 5100 Accounting Fraud in STEM Business  
Approved 9-0-0

**6.3 Course Proposal:** create FIN 5100 Ethical Issues in Finance  
Approved 9-0-0

**7. Proposals from the Department of Economics and Decision Sciences**

**7.3 Course Proposal:** create ECN 5100 Economics of Information  
Approved 9-0-0

**F. Enrollment Management:** Emily Neff-Sharum, Chair

Electronic withdrawal system meeting will be held soon so that all involved are informed at the same time. Current enrollment: 8100 students—up from last year. In spring, freshmen were put on probation instead of suspended. EM working hard to support them so that they are on track for fall. Admissions for fall “look good” but no final numbers yet; est. close to this year. Freshmen-sophomore retention will be the perennial challenge. Unfinished business: compliance policy for military students—3-year incomplete military withdraw—policy in development with GA. May vote on this next meeting. Separate set of procedures will be posted on registrar website; basics will be in the catalog. Incomplete contracts are another proposal.

**G. General Education:** Abigail Mann, Chair

Reducing GenEd meetings or folding writing intensive into GenEd charge were suggested. Decreasing meeting schedule was deemed impractical. Including writing intensive program charge into graduation curriculum standards oversight poses other problems (e.g., program administration and implementation jurisdiction). Faculty Governance proposal sent back.

**XIII. Academic Support Services:** Robert Arndt, Chair

January Report to Academic Affairs

Academic Support Services

The Writing Center conducted 1613 tutorial sessions in the Fall with 533 unique clients. In the Fall of 2014 there were 1250 tutorial sessions and 512 unique clients. The Writing Center is looking for a receptionist for the peak hours because tutors must interrupt a session to assist people at the door.

Academic Support Center

A new TRIO coordinator, April Whitmore Locklear, was hired. A Mid-Year Academy was held January 8 for students who were enter probation. Group and individual advising sessions were held. 234 student attended.

The tutoring programs has seen 441 unique students. 25% of those students were attending MAT 1070 (College Algebra)

#### Mary Livermore Library

The Library offered extended hours during exams. The search committee for the Dean of Library Services has met and began reviewing applicants. Claire, Clemmons, Instructional/Reference Librarian resigned and the Library hopes to advertise for this position. Other librarians are taking the extra responsibilities to handle the duties of this position. The Library is also waiting for approval to advertise 2 other open positions.

The Library hosted a Faculty Showcase that featured Dr. Jay Vest speaking about his latest book, *Native American Oralcy: Interpretations of Indigenous Thought*. On Dec. 1 Joe West presented the findings from the Library survey conducted by Finance and Administration

#### DoIT

The full campus implementation of WebEx for faculty, staff and students is scheduled for January 2016. WebEx is a cloud service providing desktop video conferencing capabilities to all faculty, staff and students. This project supports our goal to foster inclusion and collaboration through thoughtful implementation of relevant technologies, supporting our mission to “challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens.”

DoIT’s new IT Service Management Tool, HEAT, will soon be available to the campus for self-service use. DoIT staff have already begun using the tool to track incidents.

Over the Winter Break, lab and classroom computers received OS and software updates. Testing to address slow logins is in progress.

DoIt is beginning a Campus Computing Initiative that will look at computer refresh of staff copmuters.

DoIT is also conducting an analysis of several cloud email products.

The subcommittee began compiling survey questions. This survey will be shorter than previous surveys.

#### Accessibility Resource Center

Proctored 90 exams. The office participated in both the Graduate and Undergraduate Commencement ceremonies.

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|-------|---------------|--------|
| XIV.  | Old Business  | None   |
| XV.   | New Business  | None   |
| XVI.  | Announcements | None   |
| XVII. | Adjournment   | 4:07pm |

END

[BACK TO AGENDA](#)

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**Appendix B**  
***Actions Requiring only AA Chair Signature***

**4.2 Program Proposal:** Add SPN 3720 Spanish for Medical Professionals as an elective to the B.A. in Spanish, the B.A. in Spanish with Teacher Licensure, the Academic Concentration in Spanish, and the Minor in Spanish.

**Rationale:** The Spanish program includes similar courses (SPN 3710: Business Spanish) for other professions; adding an option for medical fields will allow more students to access language training that will make them more marketable in their fields.

Dept vote: 39 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Entry:

**SPANISH**

Requirements for a Bachelor of Arts Degree in Spanish	Sem. Hrs.
Freshman Seminar	1
General Education Program	44
Required Prerequisite Courses: SPN 2310 and 2320 or SPN 2330	6
Pronunciation Proficiency—May be met with a P grade in SPN 2990 or through Pronunciation Proficiency Validation by Department Chair. Required Courses: SPN 3110, 3120, 3150, 3200, 3700	15
Spanish Electives—Seven courses (Six for Teacher Licensure) from the following (at least one literature course at the 4000 level is required): SPN 3210, 3220, 3310, 3320, 3360, 3400, 3510, 3610, 3620, 3710, 3720, 4130, 4140, 4150, 4230, 4240, 4250, 4550, 4700, 4710, 4730, SPNS 4xxx	18-21
General Electives	34-37
	<b>Total: 121</b>

**TEACHER LICENSURE IN SPANISH (K-12)**

Students seeking North Carolina Teacher Licensure in Spanish, grades K-12, complete all of the B.A. in Spanish degree requirements; they also complete the licensure requirements described below as part of the 37 hours of General Electives. Upon successful completion of this program of study and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section.

Licensure Requirements in Spanish (K-12)	Sem. Hrs.
<b>Professional Studies Core</b> EDN 2100, 3130, 3150, SED 3310	<b>12</b>
<b>Content Pedagogy</b>	<b>19</b>



SPN 3010, 4400, 4480, 4490; CSC 4050	
	<b>Total: 31</b>

**ACADEMIC CONCENTRATIONS IN ENGLISH, SPANISH AND TESL**

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers an Academic Concentration in Spanish of 24 hours and an Academic Concentration in Teaching English as a Second Languages (TESL) of 18 hours. These Academic Concentrations are available to other students, regardless of major.

Requirements for an Academic Concentration in Spanish	Sem. Hrs.
1. Required Courses SPN 2310 and 2320 or SPN 2330; 3110 and 3120; 3150 and 3200	18
2. Elective Courses: choose two courses (including at least one 4000-level course) from the following: SPN 3210, 3220, 3310, 3320, 3360, 3610, 3620, 3700, 3710, 3720, 4210, 4220, 4300, 4340, 4510, 4550, 4700	6
	<b>Total: 24</b>

**MINOR PROGRAMS IN FOREIGN LANGUAGES**

Each minor consists of 18 hours selected from courses listed below as Options for the Minor Program.

**Options for a Minor in French**

FRN 1320, 2310, 2320; FRN 2550, 2560; FRN 3210, 3220; FRN 3610; FRN 4510

**Options for a Minor in Spanish**

Required: SPN 2310 and 2320 or SPN 2330; SPN 3110 and 3120; Options for 6 additional hours: SPN 3150, 3200, 3210, 3220, 3360, 3610, 3620, 3700, 3710, 3720, and 4510

**Options for a Minor in Hispanic Studies**

Refer to the Special Programs and Interdisciplinary Programs section of the catalog for a description of this program.

[BACK TO AGENDA](#)

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**7. Proposals from the Department of Educational Leadership and Counseling**

**7.1 Course Proposal:** Change prerequisites for CNS 5350 The Professional School Counselor from “Completion of all core counseling courses or permission of the instructor” to “Admission to the Professional School Counseling program.”

**Rationale:** Program no longer requires students to complete all core counseling courses before taking CNS5350. The program is redesigned for students to take the course during their first academic year.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

COURSE DESCRIPTIONS:

CNS 5350 The Professional School Counselor

Hours: 3

Prerequisites: ~~Completion of all core counseling courses or permission of the instructor~~ Admission to the Professional School Counseling program

Required: yes (already a program requirement)

Course description: This course emphasizes the history, philosophy, and trends in school counseling and educational systems. Students will learn the roles (e.g., leader, advocate, counselor, and consultant), functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the schools. Additional content focuses on professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. Current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program are highlighted. PREREQ: ~~Completion of all core counseling courses or permission of the instructor~~ Admission to the Professional School Counseling program.

Course title: Prof School Counselor

Code: LEC

**7.2 Course Proposal:** Change prerequisites for CNS 5450 The Clinical Mental Health Counselor from "Completion of all core counseling courses or permission of the instructor" to "Admission to the Clinical Mental Health Counseling program."

**Rationale:** Program no longer requires students to complete all core counseling courses before taking CNS5350. The program is redesigned for students to take the course during their first academic year.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

COURSE DESCRIPTIONS:

CNS 5450 The Clinical Mental Health Counselor

Hours: 3

Prerequisites: ~~Completion of all core counseling courses or permission of the instructor~~ Admission to the Professional School Counseling program

Required: yes (already a program requirement)

Course description: This course provides an understanding of the history, philosophy, and trends in clinical mental health counseling. The roles and functions, preparation standards, and professional issues of the clinical mental health counselor in a multicultural society are discussed. Students will develop an understanding of how clinical mental health counselors interact with government agencies, health care providers, and social service organizations during policy making, financing of services, advocacy for clients, and during interdisciplinary consultation. Topics specific to state, regional, and national mental health trends and issues are also addressed. PREREQ: ~~Completion of all core counseling courses or permission of the instructor~~ Admission to the Professional School Counseling program.

Course title: Clin Mental Health Couns

Code: LEC

**7.3 Course Proposal:** remove CNS 5500 as a prerequisite for CNS 5600 Assessment Practices in Counseling.

**Rationale:** The curriculum of CNS 5600 is redesigned for students to take the course without prior knowledge of CNS 5500.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

**COURSE DESCRIPTIONS:**

CNS 5600 Assessment Practices in Counseling

Hours: 3

Prerequisites: ~~CNS 5550 and~~ admission to the Clinical Mental Health Counseling program or the Professional School Counseling program

Required: yes (already a program requirement)

Course description: This course will provide students with an understanding of current and historical perspectives on the uses of standardized and non-standardized assessment and appraisal methods, techniques, and instruments in counseling. The assessment of abilities, behaviors, symptoms, achievement, personality, interests, and other characteristics relevant to the counseling process will be addressed. Issues related to assessment including selection, statistical concepts, social and cultural factors, and ethical testing procedures will be presented. PREREQ: ~~CNS 5500 and~~ Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program

Course title: Assessment Practices

Code: LEC

**7.4 Course Proposal:** Revise prerequisites and description for CNS 6100 Counseling Practicum. This course has a prerequisite of "Completion of all core counseling courses, a minimum grade point average of 3.0, and an approved field placement application." Prerequisite is proposed to be removed and replaced by "A minimum GPA of 3.0 and an approved field placement application."

**Rationale:** The course sequencing for the Counseling Programs has changed.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

**COURSE DESCRIPTIONS:**

CNS 6100 Counseling Practicum

Hours: 3

Prerequisites: ~~Completion of all core counseling courses, a minimum grade point average of 3.0, and an approved field placement application~~ A minimum of GPA of 3.0 and an approved field placement application

Required: yes (already a program requirement)

Course description: The practicum is an introductory field placement course. The practicum experience allows for enhanced skill development and exposure to professional and ethical practices in a supervised counseling setting. Students work with the Field Placement and Testing Coordinator to obtain field

placements one semester in advance of enrollment. Students must complete a total of 100 clock hours at the approved field placement site. In addition to the field placement requirements, students are required to attend class for group supervision and attempt the comprehensive exam. PREREQ: ~~Completion of all core counseling courses, a minimum grade point average of 3.0, and an approved field placement application~~ A minimum of GPA of 3.0 and an approved field placement application.

Course title: Counseling Practicum

**7.5 Course Proposal:** Revise prerequisites and description for CNS 6120 Clinical Mental Health Counseling Internship. This course has a prerequisite of “Completion of CNS 6100 Counseling Practicum, permission of the instructor, and a minimum of a grade point average of 3.0.” Prerequisite is proposed to include “passed the comprehensive exam.” The prerequisite should state: “Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a GPA of 3.0.”

**Rationale:** Counseling Program students are required to take and pass the comprehensive exam to graduate from the counseling program. This change allows the counseling programs to strengthen the gatekeeping for the counseling profession.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

#### COURSE DESCRIPTIONS:

CNS 6120 CMH Counseling Internship

Hours: 3

Prerequisites: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a GPA of 3.0

Required: yes (already a program requirement)

Course description: The clinical mental health counseling internship is a field placement course. The field placement is required to take place in a setting appropriate to the students' graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours. Prerequisite: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a GPA of 3.0.

Course title: CMH Counseling Internship

**7.6 Course Proposal:** Revise prerequisites and description for CNS 6130 School Counseling Internship. This course has a prerequisite of “Completion of CNS 6100 Counseling Practicum, permission of the instructor, and a minimum of a grade point average of 3.0.” Prerequisite is proposed to include “passed the comprehensive exam.” The prerequisite should state: “Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum GPA of 3.0.”

**Rationale:** Counseling Program students are required to take and pass the CPCE to graduate from the counseling program. This change allows the counseling programs to strengthen the gatekeeping for the counseling profession.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

**COURSE DESCRIPTIONS:**

CNS 6130 School Counseling Internship

Hours: 3

Prerequisites: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a GPA of 3.0

Required: yes (already a program requirement)

Course description: The school counseling internship is a field placement course. The field placement is required to take place in a setting appropriate to the students' graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours. Prerequisite: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a GPA of 3.0

Course title: School Counseling Intern

**7.13 Program Proposal:** Revise program description for M.A.Ed. in Clinical Mental Health Counseling to reflect new course prerequisites and remove student learning objectives from catalog.

**Rationale:** The program changed the requirement for students to enroll in CNS 6120 Clinical Mental Health Counseling Internship: They must pass the comprehensive examination. The cost of the exam is removed because the fee is subject to change by the test publisher. The attempts to pass to exams was removed because students might take more than three attempts to pass the exam. The program removed the statement "Students complete the Counseling Practicum during their second year of study after completing the core counseling courses" because students can take practicum anytime they met the practicum requirements. The Student Learning Objectives (SLOs) were removed. These will be added to the Counseling Programs Handbook and webpage.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

## Program Description

The Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of professional counselor in a variety of settings. The M.A.Ed. in Clinical Mental Health Counseling meets the standards established by the North Carolina Board of Licensed Professional Counselors for Professional Counselor licensure (LPC) and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The program is located in the School of Education, Department of School Administration and Counseling, and shares a common core of classes with the Professional School Counseling Program. This program does not prepare students to be school counselors. Students interested in careers in K-12 school counseling should apply to the Professional School Counseling Program at UNCP.

The M.A.Ed. in Clinical Mental Health Counseling is organized into three curriculum components:

- 1. Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for counseling students during the first two years of their programs of study. The core counseling courses are shared with the Professional School Counseling Program. Core counseling courses must be successfully completed with a passing grade prior to enrollment in field placement courses. Students are also required to take and pass a comprehensive examination **before beginning CNS 6120 Clinical Mental Health Counseling Internship.** ~~the Counselor Preparation Comprehensive Exam (CPCE), after completing their core counseling courses. A passing score is required for progression through and graduation from the program.~~ The CPCE is a standardized counseling exam that assesses student learning in the core areas. ~~The cost of the exam is \$45 and students are allowed three attempts to pass the exam.~~ Students must submit the application and pay the application fee by the required deadline.
- 2. Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.
- 3. Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved community agency, mental health clinic, college counseling center, and private practice settings and include on-site supervision as well as university-based supervision. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. ~~Students complete the Counseling Practicum during their second year of study after completing the core counseling courses.~~ The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

## **Student Learning Outcomes**

~~Upon completion of a counseling program at UNCP, students will show evidence of being reflective practitioners and critical thinkers who seek to respect diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and engage in ongoing interpersonal skill development.~~

~~Students will develop professional identities as counselors and engage as active members of their professional communities.~~

- ~~1.—Students will demonstrate understanding of the nature and needs of individuals at all developmental levels.~~

- ~~2.—Students will demonstrate understanding of issues and trends in a multicultural and diverse society.~~
- ~~3.—Students will demonstrate understanding of counseling and consultations processes.~~
- ~~4.—Students will demonstrate understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.~~
- ~~5.—Students will demonstrate understanding of career development and related life factors.~~
- ~~6.—Students will demonstrate understanding of individual and group approaches to assessment and evaluation.~~
- ~~7.—Students will demonstrate understanding of research methods, basic statistics, and ethical and legal considerations in research.~~
- ~~8.—Students will demonstrate understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.~~
- ~~9.—Students will demonstrate knowledge and skills appropriate for their intended practice setting.~~
- ~~10.—Students will demonstrate ability to engage in ongoing self-development through self-evaluation, self-reflection, self-caring behaviors, and interpersonal skill development.~~

Program-Specific Admissions Standards (see also Graduate Admissions)

In addition to the School of Graduate Studies admissions requirements:

1. Submit an essay detailing experiences and goals relevant to professional counseling;
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or supervisors; and
3. Participate in an interview with program faculty.

#### Non-Degree-Seeking Students

Prospective students interested in registering for coursework to achieve credentialing in either of the graduate counseling areas should contact the Non-Degree-Seeking Student Coordinator, Dr. Angela McDonald ([angela.mcdonald@uncp.edu](mailto:angela.mcdonald@uncp.edu)), for information. Requests to take courses for credentialing purposes must be made to the Coordinator and will be reviewed by program faculty. Non-degree-seeking students, including graduates of either UNCP counseling program, should complete the School of Graduate Studies application form following the procedures for Enrollment for Enrichment Purposes and consult with the Non-Degree-Seeking Student Coordinator two months prior to the start of the semester in which the students would like to register for courses. Students who are permitted to take courses as non-degree-seeking students will attend an orientation session with the Coordinator. Non-degree-seeking students are not permitted to take field placement courses at UNCP in either counseling program.

Requirements for a Master of Arts in Education: Clinical Mental Health Counseling	Sem. Hrs.
<b>Core Counseling Courses</b>	27
CNS 5000 Professional and Ethical Issues	
CNS 5050 Counseling Skills and Techniques	
CNS 5500 Research and Program Evaluation	
CNS 5400 Theories of Counseling	
CNS 5700 Career Counseling and Development	
CNS 5025 Lifespan Development	

CNS 5100 Groups in Counseling CNS 5600 Assessment Practices in Counseling ( <del>CNS 5500 is a prereq. to CNS 5600</del> ) CNS 5800 Multicultural and Social Justice Counseling	
<b>Specialty Area and Elective Courses</b> Complete all of the following: CNS 5450 The Clinical Mental Health Counselor CNS 5360 Diagnosis and Treatment Planning CNS 5080 Gender and Sexuality Issues in Counseling CNS 5850 Theory and Process of Family Counseling CNS 5900 Issues in Addictions for Counselors CNS 5060 Crisis Intervention Select two elective courses from: CNS 5250 Counseling Children and Adolescents, CNS 5310 Mental Health Issues in Childhood and Adolescence, CNS 5070 College Counseling and Student Affairs, CNS 5870 The Family and Addiction, CNSS 5xxx Special Topics in Counseling (may be repeated for different topics).	24
<b>Clinical Field Placement Courses</b> CNS 6100 Counseling Practicum (Clinical Mental Health Setting) CNS 6120 Clinical Mental Health Counseling Internship (repeated once to earn a total of 6 credit hours)	9
Minimum total semester hours required for graduation	<b>Total: 60</b>

[BACK TO AGENDA](#)

END

[Return to Agenda](#)

**Appendix C**  
***Actions Requiring AA Approval***

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

**4.1 Course Proposal:** Create a new 3000-level elective (SPN 3720) course as part of the Spanish Major program, Spanish Major with Teacher Licensure (K-12) program, Spanish Academic Concentration and Spanish Minor. This course will consist of specialized vocabulary and targeted language practice simulating real-world patient scenarios for medical professionals. This course will require SPN 2320 as a prerequisite.

**Rationale:** Many UNCP students pursuing degrees related to the medical professions are unable to complete a Spanish concentration because of scheduling restrictions that make it difficult for them to complete their major requirements while simultaneously pursuing the basic language course prerequisites. This course would allow those students to enroll in one language course per semester for their first five semesters at UNCP and finish with a documented basic Spanish ability specific to their discipline without requiring them to prolong their course of study into an extra year.

Dept vote: 39 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No



Affects Articulation Agreement: No  
Affects Degree Pathway: No  
Affects CAA Degree Plan: No

**COURSE DESCRIPTIONS:**

SPN 3720 Spanish for Medical Professionals

Hours: 3

Prerequisites: "C" or better in SPN 2320

Required: no

**New** Course description: Students will build on basic grammatical structures acquired in the Spanish Intermediate I and II courses to practice conversational Spanish and specialized medical vocabulary in real-world contexts similar to those they might encounter as part of the environments of many medical professions.

Course title: SPN Medical Professions

Code: LEC

[Syllabus](#)

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## **5. Proposals from the Department of Social Work**

**5.1 Course Proposal:** The Department of Social Work proposes a new course, SWK 4600: Social Justice and Practice Ethics to replace SWK 4500: Social Work Value and Ethics and SWK 4480 Social and Economic Justice.

**Rationale:** The SWK 4600 course will replace the currently offered SWK 4500 and SWK 4480 courses. By redeveloping these courses into one three (3) credit hour course students will be better accommodated in their senior year in two ways. The first accommodation is that this change will allow students to more easily obtain a full-time semester in the first semester of their senior year. Currently, the first senior semester totals 10 hours, requiring that students take an extra 2-3 credit hours regardless of plan of study credit hour needs. The change will ensure that students have 12 hours during this first senior semester. The second accommodation is that this change will allow students to reduce their credit hours from 14 to 12 during their second (final) senior semester. During this semester students are enrolled in field practicum (400 hours of field work) and an integrative field seminar course. This change will allow students to focus their time and academic effort in the field practicum and seminar. This change is further supported by BSW focus group results, indicating that students prefer to have a lighter course load during this final semester.

Dept vote: 14 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

**COURSE DESCRIPTIONS:**

SWK 4600 Social Justice and Practice Ethics

Hours: 3

Prerequisites: Admission to BSW program, and SWK 2000, 2450, 3710, 3800, 3450, 3480, 3600, 3850

Required: yes

Equivalent To/Replaces: SWK 4500 and SWK 4480

**New** 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. PREREQ: Admission to BSW Program, SWK 2000, SWK 2450, SWK 3450, SWK 3480, SWK 3600, SWK 3710, SWK 3800, & SWK 3850.  
Course title: Soc Just and Prac Ethics  
Code: LEC

[Syllabus:](#)

**5.2 Course Proposal:** The Department of Social Work is proposing a new, three-hour elective course for undergraduate social work students titled Social Work Practice with Individuals with Disabilities.

**Rationale:** As social workers will likely encounter people with disabilities regardless of their practice setting, this course will introduce the student to the multidisciplinary field of disabilities by focusing on social work practice with people with disabilities across the life span. This course will teach the social construction of disabilities, and will cover topics such as various definitions, early history of disabilities, the disability rights movements and eugenics, policies that impacts people with disabilities, legal issues, self-advocacy, and disability culture.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

#### COURSE DESCRIPTIONS:

SWK 4720 Social Work Practice with Individuals with Disabilities

Hours: 3

Prerequisites: SWK 2000 or permission of instructor

Required: no

**New** Course description: This course introduces the student to the emerging, multidisciplinary field of disabilities. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements and eugenics, policies that impacts people with disabilities, legal issues, self-advocacy, and disability culture with a focus on disabilities across the life span. Empowerment and ecological perspectives are integrated into course content, enabling students to develop an appreciation for the power and value of understanding and supporting clients in their various contexts, social networks, and environments.

Course title: SWK Prac Ind w Disabilities

Code: LEC

[Syllabus:](#) SWK 4720

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## **6. Proposals from the Department of Health, Physical Education, and Recreation**

**6.1 Course Proposal:** Create EXER 5120 – Advanced Methodologies in Health/PE II. Course will become part of the MAT with specialization in Health/PE and the MA in PE program.

**Rationale:** An additional course in pedagogical expertise is necessary for graduate students enrolled in licensure programs. The licensure programs (MAT/MA) both cover Health and Physical Education across the K-12 spectrum. An additional course in pedagogy adds to the teaching expertise for the degree candidate.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

#### COURSE DESCRIPTIONS:

EXER 5120 Advanced Methodologies in Health/PE II

Hours: 3

Prerequisites: none

Required: yes

**New** Course description: This course is designed to explore physical education teaching methods and strategies with specific emphasis on designing and delivering learning experiences for secondary level students. Students will be instructed on how to provide appropriate learning experiences and assessment techniques in Health and Physical Education. Instructional content development, student motivation and inclusion techniques along with observational tools will also be covered. (A grade of B or better is required of all students pursuing licensure degree programs).

Course title: Adv Meth in H/PE-II

Code: LEC

[Syllabus: EXER 5120](#)

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## **7. Proposals from the Department of Educational Leadership and Counseling**

**7.7 Course Proposal:** Create CNS 5650 School Counselor as Leader, Advocate, and Consultant; this course will provide students with knowledge, attitudes, and skills that enhance their practice as a professional school counselor.

**Rationale:** Professional school counselors are leaders in schools. As such, they are required to advocate for their role in promoting student success in addition to advocating for the students they serve. Consultation with teachers, administrators, and parents is an integral part of the services school counselors provide. This course will allow students to gain advanced knowledge, challenge past and present school counselor practice beliefs, and apply skills that support the academic success of all students.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

COURSE DESCRIPTIONS:

CNS 5650 School Counselor as Leader, Advocate, and Consultant

Hours: 3

Prerequisites: none

Required: no

**NEW** Course description: A comprehensive study is made of contemporary practices of leadership, advocacy, and consultation in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, and fostering family, school, community connections in the 21<sup>st</sup> century. Theories and models of leadership and consultation are presented which school counselors can utilize to enhance the services they provide.

Course title: Sch Coun Lead, Ad, Consult

[Syllabus:](#)

**7.8 Course Proposal:** Create CNS 5750 College and Career Readiness, which will serve as one of the specialty courses for the Professional School Counseling Program and replace the CNS 5900 Addictions Counseling Course.

**Rationale:** Content covered in this course provides professional school counseling students with the knowledge and skills necessary for advancing the national k-12 career and college readiness initiative. CNS 5700 Career Counseling and Development offers general and traditional approaches to career counseling. This course (College and Career Readiness) emphasizes the roles school counselors play in supporting k-12 students in preparation for college and careers. Curriculum standards from CNS 5900 are covered in other Professional School Counseling courses.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

COURSE DESCRIPTIONS:

CNS 5750 College and Career Readiness

Hours: 3

Prerequisites: none

Required: Yes

**NEW** Course description: This course examines theories and models of career development, school transitions, college access/college admissions counseling, and educational policy. Students will utilize action plans that include assessment tools, information sources, and technology to promote college and career readiness for diverse K-12 school communities.

Course title: College & Career Readiness

[Syllabus:](#)

**7.9 Course Proposal:** Create CNS 5760 Legal Aspects of Educational Leadership; this course will provide students with knowledge, attitudes, and skills that enhance their practice as a professional school counselor especially when faced with sensitive issues that may have legal implications. This course can

also serve as an additional elective for school counseling students. This course will be cross-listed with EDNL 5860.

**Rationale:** Professional school counselors are charged with promoting the academic success of ALL students. This course allows students to gain an advanced understanding of the law and policies which may impact school counselors' work with k-12 students and families. Professional school counselors must understand laws relevant to educational practice and leadership given their role as student advocates and school leaders. With knowledge of the practical impact law plays in education, school counselors are positioned to effectively advocate and support students in their school.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: Yes: EDNL 5860

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

#### COURSE DESCRIPTIONS:

CNS 5760 Legal Aspects of Educational Leadership

Hours: 3

Prerequisites: none

Required: no

**NEW** Course description: Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics.

Course title: Legal Aspects of Ed Lead

#### [Syllabus:](#)

**7.10 Course Proposal:** Create CNS 5770 Evidence-Based School Counseling; this course will provide students with knowledge, attitudes, and skills that enhance their practice as a professional school counselor, especially when developing, implementing, and evaluating interventions and programming for students, teachers, and parents. This course can also serve as an additional elective for school counseling students.

**Rationale:** Professional school counselors are charged with promoting the academic success of ALL students. This course allows students to gain advanced knowledge and skills in developing, implementing, and evaluating effective interventions and programming that impact student success in k-12 settings. It is essential professional school counselors can identify school and student needs, then utilize appropriate evidence-based practices that target and enhance the socio-emotional and academic development of students.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

#### COURSE DESCRIPTIONS:

CNS 5770 Evidence-Based School Counseling

Hours: 3

Prerequisites: none

Required: no

**NEW** Course description: This course will focus primarily on the selection, implementation, and evaluation of evidence-based interventions and programs that aim to promote student success. The course begins by exploring issues relevant to establishing evidence-based methods, including ways to effectively develop needs surveys and logic models. The remainder of the course will focus on how to deliver evidence-based practices in curriculum and intentional guidance. The course is designed to promote knowledge and skills related to: data collection, program planning, evaluation, and intervention selection and delivery in K-12 settings.

Course title: Evidence-Based Sch Coun

[Syllabus:](#)

**7.11 Course Proposal:** Create CNS 5780 Addressing the Achievement Gap and Issues of Social Justice. This course will provide students with knowledge, attitudes, and skills that enhance their practice as a professional school counselor especially when working with students of color or marginalized populations. This course can also serve as an additional elective for school counseling students.

**Rationale:** Professional school counselors are charged with promoting the academic success of ALL students. This course allows students to gain an advanced understanding of the achievement and opportunity gaps as well as social justice issues within various systems that prohibit or impede the success of p-16 students. Professional school counselors must understand these issues and work from a systems perspective to effectively promote equality, equity, and equal access to education.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

COURSE DESCRIPTIONS:

CNS 5780 Addressing the Achievement Gap and Issues of Social Justice

Hours: 3

Prerequisites: none

Required: no

**NEW** Course description: This course provides students with a comprehensive framework for understanding the school counselor's role in addressing the achievement gap and issues related to social justice. The course is designed to promote knowledge and skills that emphasize a social justice approach to comprehensive school counseling practice. Students will learn how to use data to uncover inequities in school practice and policy while developing and implementing interventions and strategies that promote social justice in k-12 schools.

Course title: Achieve Gap and Social Just

[Syllabus:](#)

## Appendix D

### *Actions Requiring AA Approval and to be sent to Senate*

#### **Proposals from the Department of Social Work**

**5.3 Program Proposal:** The Department of Social Work proposes the following course curriculum change the Bachelor of Social Work program: Two of our currently offered courses, SWK 4500: Social Work Values & Ethics (1 credit hour) and SWK 4480: Social and Economic Justice (2 credit hours) will be combined into one three (3) hour course *SWK 4600*, entitled *Social Justice and Practice Ethics*. The new Social Justice and Practice Ethics course will replace the current one (1) hour SWK 4500: Social Work Value and Ethics and two (2) hour SWK 4480 Social and Economic Justice courses and will be taken during a student's first senior semester. A course proposal and course syllabus for SWK 4600: Social Justice and Practice Ethics is also submitted. The other new course, SWK 4720, will be added to the elective options in the major.

**Rationale:** In the current curriculum, the SWK 4500 course is a 1 hour course and is taken during a student's first senior semester while the SWK 4480 is a two (2) hour course and is taken in a student's second (final) senior semester. By combining these courses into one three (3) credit hour course students will be better accommodated in their senior year in two ways. The first accommodation is that this change will allow students to more easily obtain a full-time semester in the first semester of their senior year. Currently, the first senior semester totals 10 hours requiring that students take an extra 2-3 credit hours regardless of plan of study credit hour needs. The change will ensure that students have 12 hours during this first senior semester. The second accommodation is that this change will allow students to reduce their credit hours from 14 to 12 during their second (final) senior semester. During this semester students are enrolled in field practicum (400 hours of field work) and an integrative field seminar course. This change will allow students to focus their time and academic effort in the field practicum and seminar. This change is further supported by BSW focus group results, indicating that students prefer to have a lighter course load during this final semester.

Dept vote: 14 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry:

#### **BACHELOR OF SOCIAL WORK**

<b>Requirements for a Bachelor of Social Work Degree</b>	<b>Sem. Hrs.</b>
Freshman Seminar	1
General Education Requirements*	44
Social Work Major Requirements: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, <del>4480, 4500</del> , 4600, 4800, 4900, 4910	48
Social Work electives: select 6 hours among population-at-risk/social and economic justice electives: SWK 3000, 3700, 3750, 3820, 3830 (or 3540), 3840, 3870, 3880, 3890, 4720	6
University-wide Electives* (Recommended electives: SOC 3030, 3130, 3750, 3770, 4030; CRJ/SOC 4400; and other social work electives)	21
	<b>Total: 120</b>

\*It is recommended, but not required, that Social Work majors declare a minor.

## **6. Proposals from the Department of Health, Physical Education, and Recreation**

**6.2 Program Proposal:** in the MA – PE (M Licensure): Delete EXER 5080: Facility Design and Management and Add EXER 5XXX (5120): Advanced Teaching Methodologies Health/PE II

**Rationale:** the graduate students need more focused coursework in pedagogical content knowledge. Most other MA degree programs have a minimum of two pedagogical content courses. The HPE students are pursuing licensure in a K-12 setting and need additional time to successfully master the necessary instructional delivery expertise. The deletion of EXER 5080 is the necessary adjustment to maintain the credit hours in the noted range; facility issues for instructional K-12 settings will be incorporated in the new course (EXER 5XXX-5120). Pertinent content related to facility design concepts in the school setting (from EXER 5080) will be infused in the new course.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

New Courses:Yes

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

<b>Requirements for a Master of Arts in Physical Education: Physical Education Licensure Concentration</b>	<b>Sem. Hrs.</b>
Required Courses EDN 5470 Advanced Classroom Management* EDN 5480 Advanced Foundations of American Education * EDN 5490 Effective Educational Leadership* EDN 5660 Applied Educational Research* EXER 5010 Health, Fitness, and Exercise Physiology EXER 5020 Exercise, Sport, and Coaching Psychology EXER 5030 Advanced Teaching Methodologies in Health/PE EXER 5050 Health, Wellness, and Fitness Administration EXER 5060 Current Issues and Trends in Health, PE, and Sport EXER 5070 The Law in PE and Sport <del>EXER 5080 Facility Design and Management</del> EXER 5120 Advanced Teaching Methodologies in Health/PE II EXER 5990 Capstone Study	36
	<b>Total (minimum): 36</b>

\*For EDN course descriptions, see listings in M.A.Ed. program.

**6.3 Program Proposal:** in the Master of Arts in Teaching—Health/Physical Education specialization: Delete EXER 5080: Facility Design and Management and Add EXER 5XXX (5120): Advanced Teaching Methodologies Health/PE II

**Rationale:** the graduate students need more focused coursework in pedagogical content knowledge. Most other MA degree programs have a minimum of two pedagogical content courses. The HPE students are



pursuing licensure in a K-12 setting and need additional time to successfully master the necessary instructional delivery expertise. The deletion of EXER 5080 is the necessary adjustment to maintain the credit hours in the noted range; facility issues for instructional K-12 settings will be incorporated in the new course (EXER 5XXX-5120). Pertinent content related to facility design concepts in the school setting (from EXER 5080) will be infused in the new course.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

## MASTER OF ARTS IN TEACHING WITH PHYSICAL EDUCATION SPECIALIZATION

Graduate Physical Education Director: Danny Davis

Requirements for Master of Arts in Teaching with Physical Education Specialization		Sem. Hrs.
<b>PHASE I</b>		<del>15-18</del> 18-21*
<b>Professional Core</b> EDN 5040 Basic Tenets of Education (3) EDN 5120 Advanced Study of Exceptionality in Children (3) EDN 5440 Survey of Educational Research (3) EDN 5450 Introduction to Curriculum Design and Best Practices (3) EDN 5460 Field Experience (0)		<b>12</b>
<b>Professional Development*</b> EDN 5810 Internship		<b>3</b>
<b>Pedagogical Expertise</b> EXER 5030 Advanced Teaching Methodologies in Health/PE EXER 5120 Advanced Teaching Methodologies in Health/PE II		<del>3</del> 6
<b>PHASE II</b>		<del>(21-18)</del>
<b>Physical Education Specialty Area</b> EXER 5010 Health, Fitness, and Exercise Physiology EXER 5020 Exercise, Sport, and Coaching Psychology EXER 5050 Health, Wellness, and Fitness Administration EXER 5060 Current Issues and Trends in Health, PE, and Sports EXER 5070 The Law in PE and Sport <del>EXER 5080 Facility Design and Management</del> EXER 5990 Capstone Study		<del>21</del> 18
		<b>Total: 36-39*</b>

\* See M.A.T. Handbook for Internship policies.

## 7. Proposals from the Department of Educational Leadership and Counseling

**7.12 Program Proposal:** Revise program description for M.A.Ed. in Professional School Counseling to reflect new course prerequisites, student learning objectives, and program-specific admissions requirements. Specifically, move CNS 5900 Addictions Counseling to the electives area, replacing it with the new required course CNS 5750 Career and College Readiness, and add the other new courses to the list of elective courses.

**Rationale:****Rationale for Catalog changes (pp. 428-429):**

1. The program changed the requirement for students to enroll in CNS 6130 School Counseling Internship: They must pass the comprehensive examination. The cost of the exam is removed because the fee is subject to change by the test publisher. The “attempts to pass” exams was removed because students might take more than three attempts to pass the exam.
2. The program removed the statement “Students complete the Counseling Practicum during their second year of study after completing the core counseling courses” because students can take practicum anytime they met the practicum requirements.
3. The new Student Learning Outcomes (SLO) more accurately reflect the CACREP Curriculum standards. The old SLOs were removed.
4. The program requires the completion of an electronic supplemental skills survey. This survey is used for admission purposes and offers the program director additional useful information needed to make informed admission decisions.

**Rationale for Addition of New Elective Courses:**

There is a dire need to advance the school counseling profession in the region, state and country. The individual courses address the knowledge and skill gap many practicing school counselors are faced with. PSC students will be able to register for these courses to fulfill elective requirements (60-credit hour program). Currently, PSC students do not have elective options that emphasize school counselor practice and instead must choose from courses largely from CMHC. Offering these courses as electives will advance the skillset of currently enrolled PSC students.

School counselors and current students who complete this program (with the proposed changes) will be better positioned to serve as leaders and advocates for all students through collaboration and consultation with administrators, teachers, and families. Additionally, participants will receive advanced training on evidence-based practices, research, program funding options, and college access. This program addresses an educational need as school counselors are charged with promoting the academic achievement and student success.

CNS 5760 Legal Aspects of Educational Leadership will be cross-listed with EDNL 5860.

**Rationale for Deletion of CNS 5900 Addictions Counseling from Specialty Courses:**

CACREP Curriculum standards that address addictions are sufficiently covered in other courses (i.e., CNS 5350, CNS 5060, CNS 5310, and CNS 5025).

**Rationale for Addition of CNS 5900 Addictions Counseling to Elective Courses:**

This course offers advanced training in addictions counseling beyond what the CACREP curriculum standards require for professional school counselor training. As a result, the course can be of benefit to school counseling students as an elective offering.

**Rationale for Addition of CNS 5750 College and Career Readiness to Specialty Courses:**

Content covered in this course provides professional school counseling students with the knowledge and skills necessary for advancing the national k-12 career and college readiness initiative. CNS 5700 Career Counseling and Development offers general and traditional approaches to career counseling. This course (College and Career Readiness) emphasizes the roles school counselors play in supporting k-12 students in preparation for college and careers.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No. This program will utilize one course (EDNL 5860) from the School Administration Program which is housed within the Educational Leadership and Counseling Department. This arrangement has been discussed and approved by the director of the School Administration Program, Dr. Larry Mabe.

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

### **Program Description**

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of skills and practices necessary for functioning in the role of a professional school counselor in public and private elementary, middle, and secondary schools. The M.A.Ed. in Professional School Counseling meets the standards established by the North Carolina Department of Public Instruction for Professional School Counselor licensure and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The program is located in the School of Education, Department of Educational Leadership and Counseling, and shares a common core of classes with the Clinical Mental Health Counseling Program. This program does not prepare students to be clinical mental health counselors. Students interested in careers in clinical mental health counseling should apply to the Clinical Mental Health Counseling Program at UNCP.

The M.A.Ed. in Professional School Counseling is organized into three curriculum components:

**1. Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination **before beginning CNS 6130 School Counseling Internship. ,the Counselor Preparation Comprehensive Exam (CPCE), after completing their core counseling courses. A passing score is required for graduation from the program.** The CPCE is a standardized counseling exam that assesses student learning in the core areas. ~~The cost of the exam is \$45 and students are allowed three attempts to pass the exam.~~ Students must submit the application and pay the application fee by the required deadline.

**2. Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.

**3. Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved K-12 school settings and include on-site supervision as well as university-based supervision. The Counseling Practicum consists of a 100-hour field placement experience in an approved site and a 3-credit hour course with on-campus group supervision and instruction. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. ~~Students complete the Counseling Practicum during their second year of study after completing the core counseling courses.~~ The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

## Student Learning Outcomes

The primary goal of the Counseling Programs is to prepare effective professional counselors. Upon completion of a the graduate professional school counseling program at UNCP, students will: ~~show evidence of being reflective practitioners and critical thinkers who seek to respect diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and engage in ongoing interpersonal skill development. Students will develop professional identities as counselors and engage as active members of their professional communities.~~

- ~~1. Students will demonstrate understanding of the nature and needs of individuals at all developmental levels.~~
- ~~2. Students will demonstrate understanding of issues and trends in a multicultural and diverse society.~~
- ~~3. Students will demonstrate understanding of counseling and consultations processes.~~
- ~~4. Students will demonstrate understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.~~
- ~~5. Students will demonstrate understanding of career development and related life factors.~~
- ~~6. Students will demonstrate understanding of individual and group approaches to assessment and evaluation.~~
- ~~7. Students will demonstrate understanding of research methods, basic statistics, and ethical and legal considerations in research.~~
- ~~8. Students will demonstrate understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.~~
- ~~9. Students will demonstrate knowledge and skills appropriate for their intended practice setting.~~
- ~~10. Students will demonstrate ability to engage in ongoing self-development through self-evaluation, self-reflection, self-caring behaviors, and interpersonal skill development.~~

1. Demonstrate knowledge in the core areas of counseling for the purposes of conceptualizing the self of the counselor and clients. Students will analyze the major concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following core knowledge areas.
  - a. Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.
  - b. Social & Cultural Foundations: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
  - c. Helping Relationships: Students will create effective helping relationships using generalist helping skills.
  - d. Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
  - e. Career and Life Style Development: Students will understand career and life style factors as related to counseling relationships.
  - f. Appraisal: Students will use assessment and appraisal to better understand their clients and to assist clients in better understanding themselves.

- g. Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.
  - h. Professional Orientation & Ethics: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
2. Develop specialized knowledge and skills in professional school counseling and apply this knowledge and skills to professional practice.
    - a. Students will develop a professional identity as a counselor and a Professional School Counselor.
    - b. Within their specialized professional identity, students will implement knowledge, skills and practices to be effective counselors in a specialized setting.
  3. Evidence an ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

**Program-Specific Admissions Requirements** (see also Graduate Admissions)

In addition to the School of Graduate Studies and Research admissions requirements:

1. Submit an essay detailing experiences and goals relevant to professional school counseling;
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or current supervisors; ~~and~~
3. Complete a brief electronic supplemental skills survey; and
4. Participate in an interview with program faculty.

p. 430

**1) REQUIREMENTS FOR M.A.ED. IN PROFESSIONAL SCHOOL COUNSELING**

	Sem	Hrs
Core Counseling Courses		27
CNS 5000 Professional and Ethical Issues		
CNS 5050 Counseling Skills and Techniques		
CNS 5500 Research and Program Evaluation		
CNS 5400 Theories of Counseling		
CNS 5700 Career Counseling and Development		
CNS 5025 Lifespan Development		
CNS 5100 Groups in Counseling		
CNS 5600 Assessment Practices in Counseling		
CNS 5800 Multicultural and Social Justice Counseling		
Specialty Area and Elective Courses		24
CNS 5350 The Professional School Counselor		
CNS 5550 Seminar in School Counseling		
CNS 5250 Counseling Children and Adolescents		
CNS 5310 Mental Health Issues in Childhood and Adol.		
<b>CNS 5750 Career and College Readiness</b>		
<del>CNS 5900 Addictions Counseling</del>		
CNS 5060 Crisis Intervention		

Select two elective courses from:

**CNS 5650** School Counselor as Leader, Advocate, and Consultant

**CNS 5780** Addressing the Achievement Gap and Issues of Social Justice

**CNS 5770** Evidence-Based School Counseling

**CNS 5760** Legal Aspects of Educational Leadership

**CNS 5360** Diagnosis and Treatment Planning,

**CNS 5080** Gender and Sexuality Issues in Counseling,

**CNS 5850** Theory and Process of Family Counseling,

**CNS 5070** College Counseling and Student Affairs

**CNS 5870** The Family and Addicton

**CNS 5900** Addictions Counseling

**CNSS 5xxx** Special Topics in Counseling (may be repeated for different topics)

Clinical Field Placement Courses

9

**CNS 6100** Counseling Practicum (School Counseling Setting)

**CNS 6130** School Counseling Internship (course is repeated once to earn a total of 6-credit hours)

3) 60

2) **TOTAL PROGRAM HOURS**

[BACK TO AGENDA](#)

END

## Syllabi from the Department of Department of English, Theatre, and Foreign Languages

SPN 3720 Spanish for Medical Professionals

Fall 2016

Tuesday| Thursday 9:30 AM – 10:45 AM DIAL 237

Instructor: Dr. Emily Tobey

Assistant Professor, Foreign Languages

Email: emily.tobey@uncp.edu

Phone: 910 – 775 – 4416 or 937 – 477 – 8327

Office: Dial Humanities 248

Office Hours:

Tuesday and Thursday 1pm – 2pm, 3pm – 4pm

Other times by appointment

Welcome to SPN 3720: Spanish for Medical Professionals. This is a 3-credit elective course during which students will build on basic grammatical structures acquired in the Spanish Intermediate I and II courses to practice conversational Spanish and specialized medical vocabulary in real-world contexts similar to those they might encounter as part of the environments of many medical professions. Students will complete targeted assignments based on their declared major; those students pursuing a major, minor, or academic concentration in Spanish or Spanish education may complete different assignments in comparison to those students pursuing degrees related to medical professions. After completing this course, students will be able to use appropriate Spanish vocabulary to speak in all major time frames, process basic patient scenarios in Spanish (admission, discharge, intake exams, etc), and resolve unexpected conversational complications.

REQUIRED Textbooks:

- Spanish for Health Care Professionals Third Edition, William C. Harvey, M.S.
- Spanish/English Dictionary.

\*\*\* GRADING SCALE\*\*\*

93-100 = A

87-92 = B

80-87 = C

73-80 = D

0-72 = F

- All assignments will be graded out of 100 points.
- There will be no curving grades.
- There will be no extra credit.

Evaluation Criteria

Participation/Attendance	10%
Co-curriculum Activities	10%
Recorded Mini-dialogues	20%
Quizzes	10%
Homework	5%

Midterm Exams	20%	[SEPTEMBER 24 and NOVEMBER 5]
Final Exam	25%	[TUESDAY, DECEMBER 8, 8:00 am – 10:30 am]

#### Attendance and class participation:

“Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. The University reserves the right to administratively withdraw students who have never attended classes for the semester.”

#### FOREIGN LANGUAGES additional attendance policy:

Regular and punctual attendance is mandatory. Only 5 absences (excused or unexcused) are allowed for any reason during this semester. “Any reason” includes late registration, doctor appointments, court days, etc. After 5 absences, students will receive a failing grade. No exceptions will be made, except for compliance with the religious holiday policy and the university policy for university-sanctioned events. Please, consider this policy carefully. If you believe that your current personal, academic, or professional obligations will prevent you from attending regularly and/or perform as expected, please, consider taking this class at another time.

#### Co-curriculum Activities:

Students are required to participate in and submit a written reflection on at least 3 Foreign Language activities outside the classroom. These activities could be attendance at the Foreign Films, participation in or attendance at the Foreign Festivals, Spanish conversations, Spanish Conference, etc.

#### Recorded Mini-dialogues:

Recorded mini-dialogues will make up 20% of your final grade. The instructor will provide general guidance as to what the theme of the scenario will be (is this an admission, an intake exam, etc) to help students prepare. Students will then use asynchronous recording software to respond to a role-play scenario in which the recording represents likely patient responses, questions, and concerns.

#### Quizzes:

Quizzes are worth 10% of your grade. You will be required to take 5 unannounced quizzes. Each of these quizzes will consist of exercises related to the material covered in class the previous day. They will be administered at the beginning of class and will last no more than 10 minutes. There is no schedule for quizzes, but you can expect 1 quiz per chapter.

#### Homework:

Throughout the semester, the instructor will assign a series of short compositions which will require students to incorporate target vocabulary into a written narrative of a patient scenario. These compositions will be worth 5% of the course grade.

#### Speaking Midterm:

During the twelfth week of the semester students will have the opportunity to demonstrate speaking proficiency in a one-on-one interview with your instructor. The interview will be a role-



play scenario in which the instructor plays the part of a patient, and will draw from situations and skills practiced in class. This assignment will make up 10% of your final grade.

Exams:

You will be required to take two written exams: 1 midterm exam and 1 final exam. The written midterm is worth 10% of your final grade. The final exam is worth 25%. The final exam will be comprehensive. Both exams will have the same format, consisting of 3 sections: Vocabulary, short answer, and situation narrative (composition). The dates are indicated on the schedule attached to this syllabus.

Make up policy:

There will be no make ups. If a student misses a test or a quiz he or she will receive no credit for that particular assignment. While quizzes will never be eligible for make-up, the midterm and final exam may be made up at the discretion of the instructor in consultation with the chair of the department and upon presentation of proper official documentation (Refer to the written documentation requirement under the Religious Holiday Policy \* | School related business is considered excusable when supported by proper documentation).

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:

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. 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.

Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

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

Academic integrity

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding of the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

ADAAA SYLLABUS ACCESS STATEMENT

## Statement from the Office of Disability Support Services

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 Disability Support Services (DSS) 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 DSS and the accommodation process may be found at the Accessibility Resource Center website:

<http://www.uncp.edu/student-services/accessibility-resource-center/about-accessibility-resource-center>

### [BACK TO AGENDA](#)

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## Syllabus for SWK4600 from the Department of Social Work

### SWK 4600-xxx: Social Justice and Practice Ethics

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

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### 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*. 5<sup>th</sup> 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%
<b>TOTAL</b>	<b>100%</b>

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
<b>Week 1</b>	Social Justice Critical Thinking	<b>Review Syllabus</b>	
	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	
<b>Week 2</b>	Targets of social work practice Dominance of micro practice Multiple levels of social welfare policy	Popple & Leighninger (2011), Chapter 2	<b>Quiz</b>
	Responsibility to clients: 3 <sup>rd</sup> party conflict of interest	Rothman (2013): Ethical Case #1 (p. 57) "When best interests of the client harm a third party"	
<b>Week 3</b>	Types of policy analysis Focus on immigration patterns and reform	Popple & Leighninger (2011), Chapter 3	<b>Quiz</b> <b>Ethical Case #1 due</b>
<b>Week 4</b>	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"	
<b>Week 5</b>	The place of history: Stories from the founding	Popple & Leighninger (2011), Chapter 4	<b>Ethical Case #2 due</b>
<b>Week 6</b>	Assumptions in analysis: Theory on social change	Popple & Leighninger (2011), Chapter 5	<b>Quiz</b>
<b>Week 7</b>	Arguing for ethical action: Informed consent	Rothman (2013) Ethical Case #3 (p. 127) "Can limitation of informed consent by an agency ever be justified?"	
<b>Week 8</b>	Politics: Do we trust the people?	Popple & Leighninger, Chapter 6	<b>Ethical Case #3 due</b>

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

	or against?		
<b>Week 15</b>	Interaction and political skills: Rhetoric	Popple & Leighninger, Chapter 12	
<b>Week 16</b> <b>Final Exam Week</b>	Review of course topics  Presentation of Social Justice Policy Project final arguments.		<b>Final arguments</b>

**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](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](mailto: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](mailto: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](mailto: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**

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### **Lumbee People**

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### **These are older but still very good for selected topics**

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

Barker, R.L. and Branson, D.M. (2000). *Forensic social work: Legal aspects of professional practice* (2<sup>nd</sup> 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*. Washington, DC: Urban Institute.

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

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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](http://www.thomas.loc.gov) – Site maintained by the Library of Congress.

[www.census.gov](http://www.census.gov) - Bureau of the Census.

[www.epn.org](http://www.epn.org) – The Electronic Policy Network

[www.jcpr.org](http://www.jcpr.org) – Joint Center for Poverty Research

[www.opensecrets.org](http://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](http://www.cswe.org)

Library of Congress: [www.loc.gov](http://www.loc.gov)

## **Syllabus for SWK4720 from the Department of Social Work**

### **SWK 4720 Social Work Practice with Individuals with Disabilities (3 hours)**

Course Instructor: S.G. Stanley, PhD, LCSW

Fall 2016 Online

Office: Health Sciences Building, #370 Phone: (910) 485-7785

Inclement Weather Info. 910.521.6888 Email: [summer.stanley@uncp.edu](mailto:summer.stanley@uncp.edu)

#### Office Hours:

Online or in person, by appointment

#### **I. COURSE DESCRIPTION:**

This course introduces the student to the emerging, multidisciplinary field of disabilities. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements and eugenics, policies that impacts people with disabilities, legal issues, self-advocacy, and disability culture with a focus on disabilities across the life span. Empowerment and ecological perspectives are integrated into course content, enabling students to develop an appreciation for the power and value of understanding and supporting clients in their various contexts, social networks, and environments.

**Course Prerequisites:** SWK 2000 or permission of instructor.

### **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:

10. Identify oneself as a professional social worker and behave accordingly. (2.1.1)
11. Know the social work ethical principles and use them to guide professional practice. (2.1.2)
12. Promote critical thinking by using logic and reasoning to effectively communicate professional decisions. (2.1.3)
13. Understand the impact of various dimensions and consequences of diversity on human experience and incorporate them into professional practice. (2.1.4)
14. Recognize how oppression and social justice affects client groups and be proactive in working for human rights and social justice. (2.1.5)
15. Promote research-based practice by employing evidence-based interventions, and engage in research to improve practice, policy, and service delivery. (2.1.6)
16. Apply knowledge of human behavior and social systems to better understand bio-psycho- social development and sociopolitical contexts. (2.1.7)
17. Engage in policy practice to advance social and economic well-being and deliver effective social work services. (2.1.8)
18. Be prepared to respond proactively to evolving social needs, service delivery trends, and social systems that comprise the social work practice context. (2.1.9)
19. Have the necessary knowledge and skills to engage, assess, intervene and evaluate clients at all levels of social work practices. (2.1.10)

**Course Learning Objectives (CLO)** - At the end of the course the student will be able to:

1. (CLO-1) Explain and differentiate the meanings and history of disability as it applies to social work practice across the life span, the traditional approaches to disability, disability culture, and disability laws, policies, and civil rights.

Practice Behavior: 1.1 (c) Attend to professional roles and boundaries

Practice Behavior: 1.4 (a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

Practice Behavior: 1.8 (a) Analyze, formulate, and advocate for policies that advance social well-being

*Outcome measures: online discussions, projects, competency-based exams*

2. (CLO-2) Identify and describe disability groupings of both children and adults, and systemic factors that impact personal well-being.

Practice Behavior: 1.3(b) Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom

Practice Behavior: 1.4(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; (d) View themselves as learners and engage those with whom they work as informants

*Outcome measures: online discussions, projects, competency-based exams*

3. (CLO-3) Compare, contrast, and apply models of assessment, practice, and intervention, placing emphasis on the social model of assessment and the strengths-based, empowerment, case management, and independent approaches to social work service provision.

Practice Behavior: 1.10 (c) Social workers develop a mutually agreed-on focus of work and desired outcomes, (e) Assess client strengths and limitations, (i)

Implement prevention interventions that enhance client capacities, (j) Help clients resolve problems.

*Outcome measures: online discussions, projects, competency-based exams*

4. (CLO-4) Identify and interpret social work professional standards and ethics

Practice Behavior: 1.2(a) Recognize and manage personal values in a way that allows professional values to guide practice

Practice Behavior: 1.4(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

*Outcome measures: online discussions, projects, competency-based exams*

## **COURSE OVERVIEW**

This course is divided into four modules, to include an introduction, cumulative projects, and competency-based quizzes. Module includes readings, video viewing, projects, and discussion posts. There are also online, synchronous Go To Meeting sessions offered periodically as needed. (See Course Outline/Calendar for additional information).

Welcome Module: Introductions, "Getting Started"

Module 01: Historical, Theoretical, & Traditional Approaches to Disability

Module 02: Disability Culture, Laws, Policies, & Civil Rights

Module 03: Disability Groupings

Module 04: Social Work Assessment, Practice, and Intervention

Module 05: Practice Across the Life Span

### **Welcome Module Learning Objectives:**

1. Explain the overall expectations of the course.
2. Access and utilize the Blackboard and other technological components needed for the course.

### **Module 1 Learning Objectives:**

1. Summarize the history of persons with disabilities and how it affects current practice methodologies and identify development of people with disabilities.
2. Utilize person-first language in describing disability.
3. Explain theories of human behavior used by social work professionals and the context of disability within these theories.
4. Identify traditional models used to explain disability, and the components of oppression that relate to persons with disabilities.

**Module 2 Learning Objectives:**

1. Compare and contrast disability culture with racial/ethnic culture.
2. Identify current legislation and policy issues that affect individuals with disabilities.
3. Compare and contrast disability rights laws in various countries.
4. Describe how social contexts influence perceptions of diverse disabilities.

**Module 3 Learning Objectives:**

1. Identify, compare, and contrast various disability classifications, and the unique issues faced by persons with those disabilities.
2. Explain the impact of stigma and discrimination on the lives of people with disabilities.
3. Assess the influence and value of self-advocacy, the self-help movement, and partnerships between persons with disabilities, professionals, and family members.

**Module 4 Learning Objectives:**

1. Apply the social model of assessment, considering multiple system sizes in the assessment process.
2. Identify appropriate approaches and interventions, utilizing strengths-based, case management, and empowerment frameworks.
3. Develop intervention skills with persons with disabilities, based upon strengths, self-management, independent living, and empowerment approaches.

**Module 5 Learning Objectives:**

1. Recognize and explain issues and resources related to individuals with disabilities throughout the life span.

**II. About Online Learning:**

This course will make use of the UNCP Blackboard online classroom system and Go To Meeting– basic computer competencies are required. In addition, you may need a webcam, microphone, and speakers or headphones to participate in the optional Go To Meeting sessions. Detailed directions for each of these will be provided.

Distance learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on your part. In this course, you are responsible for your own work, your own progress, and your own grade. In order to succeed, you need to adhere to the following policies.

- 1) Attend all online class activities, including participation in online discussions, responses to discussion work, and on-time submission of assignments.
- 2) Back up every piece of work you do on disk, and make a hard copy. If you experience computer difficulties, you are responsible for solving your own technical problems. Heavy internet use occurs during the evening hours of 8-10pm. You might want to consider logging on at other times if possible.



- 3) Late Work: Each week's work must be completed by the end of that established due date. Points will be deducted for each day late and NO credit for work turned in one week after the due date, unless you have contacted me beforehand and explained any "special" circumstance.
- 4) Every student is expected to participate on the electronic discussion as assigned. Also keep in mind that that comments should be meaningful. The comments need to be substantiated from material in your text, or other reference materials given to you. More details are provided below.
- 5) Attendance: attendance is determined by your keeping up to date with tests and assignments. Failure to "show up" for the discussions will be considered as an absence. Computers do crash. This is not a legitimate excuse to "miss" class. It is your responsibility to notify me by phone, and find another computer.
- 6) Disappearing: No communication from you for during the week means that you have left the class. You can contact me via voicemail, email, or by contacting the department. There can be no Incompletes in this course unless you have an extreme emergency, as we cannot redo discussion boards.
- 7) Absenteeism procedure: If you do not participate on the web discussion every week you will be asked to withdraw from the class.
- 8) Netiquette: I expect you follow rules of common courtesy in all your email messages and discussion posts. I recommend you read the [Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) to make sure you are clear:  
<http://www.albion.com/netiquette/corerules.html>  
 Material from DOIT –[The Information Technology Welcome Packet](#)

#### Email/Communication Procedures

All assignments will be submitted under assignments in Blackboard. Also **ALL TYPED FILES MUST BE SAVED IN MSWORD, unless otherwise specified. NO TYPED ASSIGNMENT WILL BE ACCEPTED OTHERWISE.** If you cannot save your files in Microsoft Word, you will not be able to complete the class. But don't panic; most modern word processing systems can save in MSWord. (You can save in your own word processing program, but when you email me, you need to copy that file and save it in MSWord before you attach it.) If you have additional questions about distance education check this site  
<http://www.uncp.edu/academics/online-distance-education>.

General email: When sending email other than assignments, you still must identify yourself fully by name and class, not simply email address, in all email sent to me and/or other members of our class. I also expect you to follow rules of common courtesy in all your email messages. I check emails frequently and will try to respond to course related questions within 24 hours. I will announce all due dates in the course units and through updated messages just as I would in a regular class. Again, please save all files that you send.

#### LEARNING RESOURCES

As a UNC Pembroke faculty member, I believe that the best quality teaching/learning results from professional partnership between the students and the faculty member. It is my role and responsibility to present and or point to current information in our field and to encourage critical thinking and integration of the information in order to facilitate learning. It is your responsibility to play an active role in the learning process by participating in discussions, engaging in cooperative learning activities, and by initiating and responding to questions asked by the instructor and/or other students. Please do not hesitate to raise questions.

#### III. COURSE OUTLINE/CALENDAR

(Syllabus and course content are subject to change at discretion of professor)

DATE	TOPIC	READINGS	Activities
<b>Welcome &amp; Module 1</b> <b>Historical, Theoretical, &amp; Traditional Approaches to Disability</b>			

<b>Week 1 Day 1</b>	<b>Introduction/ Disability Language</b>	Course Introduction  Video: People- First Language- Readings- Person First Language Handouts (Blackboard)	Introduction, Syllabus Quiz, Icebreaker,
<b>Week 1 Day 2</b>	<b>Meanings and History of Disability in Society</b>	Text- Chapter 1  Video: War on the Weak: Eugenics in America- Video: Eugenicist Movement In America: Victims Coming Forward	Discussion Board
<b>Week 2 Day 1</b>	<b>Human Development and Disability &amp; Perceptions</b>	Text- Chapter 2 Video: Aimee Mullins: It's Not Fair Having 12 Pair of Legs	
<b>Week 2 Day 2</b>	<b>Human Development and Disability &amp; Perceptions</b>	Text- Chapter 2	Discussion Board
<b>Week 3 Day 1</b>	<b>Traditional Approaches to Disability</b>	Text- Chapter 3  Evans, J. (2004). Why the medical model needs disability (and vice versa): A perspective from rehabilitation psychology. <i>Disability Studies Quarterly, 2</i> , 93-98.	
<b>Week 3 Day 2</b>	<b>Traditional Approaches to Disability</b>	DePoy, E. & Gilson, S. (2008). Social work practice with disabilities: Moving from the perpetuation of a client category to human rights and social justice. <i>Journal of Social Work Values &amp; Ethics, 5</i> , -- -.  Gilson, S. F. & DePoy, E. (2002). Theoretical approaches to disability content in social work education. <i>Journal of Social Work Education, 38</i> , 153-165.  Aimee Mullins- Medical Model vs. Societal Perceptions	Discussion Board
<b>Module 1 Quiz</b>			
<b>Module 2</b>			
<b>Disability Culture, Laws, Policies, &amp; Civil Rights</b>			
<b>Week 4 Day 1</b>	<b>Disability Culture</b>	Text- Chapter 4  Video: "A True Limitation:" The Social- Cultural Perception of Disabilities-	
<b>Week 4 Day 2</b>	<b>Disability Culture</b>	Text- Chapter 4  Video: ADHD as a Difference in Cognition- Video: Disability Culture, Identity, and Pride-	Discussion Board
<b>Week 5 Day 1</b>	<b>Disability Laws, Policies, &amp; Civil Rights</b>	Text- Chapter 5 pp.133-151  Video: Disability Law, Policy, & Civil Rights-	

<b>Week 5 Day 2</b>	<b>Disability Laws, Policies, &amp; Civil Rights (cont.)</b>	Text- Chapter 5 pp.151-172  Visit this website & video: Disability Rights International- <a href="http://www.disabilityrightsintl.org/">http://www.disabilityrightsintl.org/</a>	Discussion Board
<b>Week 6 Day 1</b>	<b>Practice Guidelines &amp; Unconscious Biases</b>	Chapter 15	
<b>Week 6 Day 2</b>	<b>Practice Guidelines &amp; Unconscious Biases</b>	NASW Code of Ethics NASW Standards for Social Work Practice in Health Care Settings  Video: Inclusion, Exclusion. Illusion, & Collusion- Activity: Project Implicit- (Disability & Mental Illness) <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a>	Discussion Board
<b>Module 2 Quiz</b>			
<b>Module 3 Disability Groupings</b>			
<b>Week 7 Day 1</b>	<b>Mobility Disabilities</b>	Text- Chapter 6	
<b>Week 7 Day 2</b>	<b>Mobility Disabilities</b>	Antle, B. (2004). Factors associated with self-worth in young people with physical disabilities. <i>Health &amp; Social Work, 29</i> , 207-218.	Discussion Board
<b>Week 8 Day 1</b>	<b>Deafness and Hearing Impairments; Visual Disabilities</b>	Text- Chapter 7  Communicating with People with Disabilities: Tip Sheet (On Blackboard)	
<b>Week 8 Day 2</b>	<b>Deafness and Hearing Impairments; Visual Disabilities</b>	Text- Chapter 8	Discussion Board
<b>Week 9 Day 1</b>	<b>Developmental Disabilities</b>	Text- Chapter 9  Video: Let's Talk About Intellectual Disability Videos: Temple Grandin	
<b>Week 9 Day 2</b>	<b>Developmental Disabilities</b>	Russo, R. (1999). Applying a strengths-based approach in working with people with developmental disabilities and their families. <i>Families in Society</i> . Video: Autism Simulations	Discussion Board
<b>Week 10 Day 1</b>	<b>Mental Health</b>	Text- Chapter 10	
<b>Week 10 Day 2</b>	<b>Mental Health</b>	Text- Chapter 10	Discussion Board
<b>Week 11</b>	<b>Cognitive Disabilities</b>	Text- Chapter 11	

<b>Day 1</b>			
<b>Week 11 Day 2</b>	<b>Cognitive Disabilities</b>	Learning Disabilities & ADHD- <a href="http://www.nclld.org/types-learning-disabilities">http://www.nclld.org/types-learning-disabilities</a> Video: ADHD- Separating Fact from Fiction	Discussion Board
<b>Week 12 Day 1</b>	<b>Health-Related Disabilities</b>	Text- Chapter 12	
<b>Week 12 Day 2</b>	<b>Health-Related Disabilities</b>	Text- Chapter 12	Discussion Board
<b>Module 3 Quiz</b>			
<b>Project Due Monday: Reaction to Applied Experience</b>			
<b>Module 4</b>			
<b>Social Work Assessment, Practice, and Intervention</b>			
<b>Week 13 Day 1</b>	<b>Assessment</b>	Text- Chapter 13  Child Abuse and Children with Disabilities- Interviewing Strategies <a href="http://childabuse.tc.columbia.edu/">http://childabuse.tc.columbia.edu/</a>	
<b>Week 13 Day 2</b>	<b>Assessment</b>	Carne, K. & Dkinner, B. (2003). Community Resource Mapping: A strategy for promoting successful transitions for youth with disabilities, In <i>Information Brief</i> , vol 2(1). National Center on Secondary Education and Transition, Minneapolis, MN. Retrieved 8-19-11 from <a href="http://education.missouri.edu/orgs/mper/files/Mapping%20NCSETInfoBrief2.1.pdf">http://education.missouri.edu/orgs/mper/files/Mapping%20NCSETInfoBrief2.1.pdf</a>  Forrester-Jones, R., Carpenter, J., Coole-Schrijer, P., Cambridge, P., Tate, A., Beecham, J., Hallam, A., Knapp, M., & Wooff, D. (2006). The social networks of people with intellectual disability living in the community 12 years after resettlement from long-stay hospitals. <i>Journal of Applied Research in Intellectual Disabilities</i> . Volume 19, Issue 4, pages 285–295  Sarason, I. & Sarason, B. (2009). Social support: Mapping the construct. <i>Journal of Social and Personal Relationships</i> . SAGE Publications Vol.26(1):113-120	Discussion Board
<b>Week 14 Day 1</b>	<b>Models of Practice</b>	Text- Chapter 14  Person Centered Planning Training- <a href="http://www.ncdhhs.gov/mhddsas/providers/personcenteredthinking/pcp-standard/index.htm">http://www.ncdhhs.gov/mhddsas/providers/personcenteredthinking/pcp-standard/index.htm</a>  O'Brien, C. & O'Brien, J. (2002). The origins of person-centered planning: A community of practice perspective. In S. Holburn & P.M. Vietze (Eds.), <i>Person-centered planning: Research,</i>	

		<p><i>practice, and future directions</i>, (pp. 3-27). Baltimore: Paul H. Brookes Publishing Co.</p> <p>Jeff's Story-  <a href="https://www.youtube.com/watch?v=LiTcUi5K6Mc">https://www.youtube.com/watch?v=LiTcUi5K6Mc</a></p>	
<b>Week 14 Day 2</b>	<b>Models of Practice</b>	<p>Carr, E. et.al. (2002). Positive Behavior Support; Evolution of an applied science. <i>Journal of Positive Behavior Interventions</i> , 4(1), 4-16</p> <p>Video: Carly-  <a href="https://www.youtube.com/watch?v=vNZVV4Ciccg">https://www.youtube.com/watch?v=vNZVV4Ciccg</a></p> <p>The Family Center on Technology &amp; Disability-  <a href="http://www.fctd.info/">http://www.fctd.info/</a></p>	Discussion Board
<b>Module 4 Quiz</b>			
<b>Module 5 Practice across the Life Span</b>			
<b>Week 15 Day 1</b>	<b>Early Childhood &amp; School-Age Children: 504s and IEPs</b>	<p>IDEA Part C PowerPoint and Handouts (on blackboard)</p> <p>Comparison chart- <a href="http://www.ncl.org/disability-advocacy/learn-ld-laws/adaaa-section-504/section-504-idea-comparison-chart">http://www.ncl.org/disability-advocacy/learn-ld-laws/adaaa-section-504/section-504-idea-comparison-chart</a></p> <p>Child Abuse and Children with Disabilities Statistics-  <a href="https://www.childwelfare.gov/can/statistics/stat_disabilities.cfm">https://www.childwelfare.gov/can/statistics/stat_disabilities.cfm</a></p> <p>Video: What is an IEP?</p> <p>Video: What is a 504 plan?</p> <p>Misunderstood Minds-  <a href="http://www.pbs.org/wgbh/misunderstoodminds/intro.html">http://www.pbs.org/wgbh/misunderstoodminds/intro.html</a></p>	
<b>Week 15 Day 2</b>	<b>Transition-Age Youth &amp; Adulthood</b>	<p>4) Legal Responsibility of School District</p> <p>5) Ben's Transition Story</p> <p>6) Helping Homes</p>	Discussion Board
<b>Week 16 Day 1</b>	<b>Parenting with Disabilities</b>	<p>7) Rocking the Cradle: Ensuring the Rights of Parents with Disabilities and Their Children</p> <p>Read the findings-  <a href="http://www.ncd.gov/publications/2012/Sep272012/">http://www.ncd.gov/publications/2012/Sep272012/</a></p> <p>Review the website- The Center for Rights of Parents with Disabilities  <a href="http://www.disabledparentrights.org/">http://www.disabledparentrights.org/</a></p>	

		Video: We are Family Video- Fighting for a Newborn	
<b>Week 16 Day 2</b>	<b>Older Adults</b>	Gilson, S. & Netting, F.E. (2005). When people with pre-existing disabilities age in place: implications for social work practice. <i>Health and Social Work</i>	Discussion Board
<b>Module 5 Quiz</b> <b>Project Due Monday: Critical Review of a Media Portrayal</b>			

**REQUIRED TEXTS/READINGS:**

Mackelprang, R.W. & Salsgiver, R.O. (2009). *Disability: A diversity model approach in human service practice* (2<sup>nd</sup> ed.). Chicago: Lyceum Books, Inc.

Available on Blackboard:

National Association of Social Workers. (2008). Code of ethics of the National Association of Social Workers. Washington, DC. NASW Press.

National Association of Social Workers. (200\_). NASW Standards for Social Work Practice in Health Care Settings. Washington, DC. NASW Press.

\*\*\* (Will include supplemental journal articles and websites as assigned by instructor)

**ASSIGNMENTS & EVALUATION OF COURSE OUTCOMES**

The following assignments are designed to facilitate and measure student progress on the student learning objectives of this course.

**All written and recorded assignments are due on the date assigned and are to be typed, grammatically correct, and checked for spelling.** Late assignments are not accepted.

ASSIGNMENT	POINTS
ATTENDANCE/PARTICIPATION- as measured by timeliness of reflection posts on Discussion Board, and quality and quantity of online discussions with peers.	25
REACTION TO APPLIED EXPERIENCE	25
CRITICAL REVIEW OF MEDIA PORTRAYAL	25
QUIZZES (5 x 5 points each)	25
<b>TOTAL</b>	<b>100</b>

Assignment #1: Attendance and Participation- 25 total points (as measured by timeliness of discussion board posts, quality and quantity of online discussion board posts, and discussions with peers.)

**Due: Every Friday by 11:59pm for initial blackboard posts; Every Monday by 11:59pm for responses to peers**

**Learning social work practice skills as they relate to individuals with disabilities requires regular participation and collaboration with peers. Preparation, attendance, and participation in this course are the responsibility of each student. As points cannot be given for attendance, points are assigned for required Blackboard posts AND responses to peers.**

**Points for attendance and participation will be measured by meeting the deadlines for post requirements and the quality and quantity of your discussions with your peers.**

**BLACKBOARD DISCUSSION REQUIREMENTS (25 Points):** For each week, there is an expectation that you will respond to the online blackboard discussion topics. There is no length requirement, but it is expected that your posts will demonstrate mastery of the readings for that week. It is also expected that you will engage in discussion with at least 2 classmates for each discussion board. A rubric for blackboard discussion posts is provided below.

**Assignment #2 (CLOs 1, 2, 3, 4): Critical Review of a Media Portrayal (Movie, Book, Play) of a family with a member who has a special need- 25 points**

**Due:** TBD

This paper should be 6-8 pages, double-spaced, and should review the content of the movie/book/play etc. and then critique it. To do this, you will select a movie from the movie list provided by instructor. Utilize one character in the film to create a short case study for your presentation. Then, discuss models of disability, disability culture, and language as they relate to your character and/or family. Assess the social supports available to the character with disability(ies). Analyze practice, policy, and ethical issues present in the movie context. Finally, include and explain a resource or social support map for the individual character with disability(ies). Use professional literature and evidence based-practices to support your discussion.

In your paper, use relevant literature to support your critique and follow APA format. The media review topic must be approved in advance.

You will submit your paper via the assignment link in Blackboard.

**Assignment #3 (CLOs 1, 2, 3, 4): Reaction to Applied Experience- 25 points**

**Due:** TBD

You must choose an applied experience with a family of a child with a disability. Examples include but are not limited to the following: interviewing the family of a child with a disability, participating in a home visit with an early interventionist, attending a support group meeting, or attending an IFSP or IEP meeting. This must be pre-approved by the instructor. You will write a reaction paper related to your applied experience. In the paper, you should also link your experience to the text readings and other course material. You will submit your paper via the assignment link in Blackboard.

You should then develop a narrated PowerPoint or video presentation of your experience that includes an overview of your child and family, the applied experience, and your reaction of the experience and what you learned. Be sure to link your presentation to text. We will be posting these in Blackboard for discussion with peers.

Both the paper and presentation should follow APA format. **Please change identifying information to protect confidentiality.**

**Assignment #4 (CLOs 1, 2, 3, 4): Quizzes (5 x 5 points each)- 25 points**

**Due:** TBD

**There will be weekly quizzes for this course. They will open on Saturday mornings at 8:00am and will remain accessible until Monday evenings at 11:59pm. Once you open your quiz you will not be able to exit out then re-open it. You will have 1 hour to complete the quiz. Each quiz covers the module for that week. So, quiz 1 covers module 1; quiz 2 covers module 2; etc. Quizzes consist of multiple choice and/or short-answer questions.**

**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	

#### IV. INSTRUCTIONAL METHODS

This is an online course, requiring students to practice techniques learned in an interactive, online learning environment. Information will be shared via readings, blackboard collaborate, websites, videos, and classroom and blackboard discussions; it is extremely important that you participate in this course since your attendance/ participation grade is dependent on the extent of your online involvement. The online classroom environment is used to explore concepts beyond the textbook reading therefore consistent attendance is important. It is the responsibility of the student to carefully read and understand the syllabus and all posted assignments and materials. Consistently check Blackboard for any additional materials and announcements.

**Important:** When registering for a hybrid (online and on campus) course, students are expected to be knowledgeable about Blackboard/internet technology and encouraged to visit the Distance Education web link <http://uncp.edu/distance/> to complete the Online Student Orientation. As students are responsible for resolving any technical difficulties, they are encouraged to note distance education personnel who they may contact for support. Students are encouraged to have multiple copies of work submitted. Please have an alternate plan for accessing a computer with internet access on-campus or other location in case of technical problems. Computer difficulties do not serve as an acceptable reason for late submission of course assignments. *At times, students may receive an error message when transitioning through exams. During such occasions, students are **only** to contact the **course instructor** to reset the exam, contact should take place via email stating an error message was received and the student needs the exam reset.*

#### V. CLASS POLICIES

**Grading:** The grading scale and policies for repeating courses are outlined in the syllabus and in the BSW Student Handbook. Please review these materials for the social work department grading procedures.

**Attendance and Participation Policy: On-line Attendance:** On-line class participation is critical to the learning and integration of materials. Therefore, the Social Work Department has implemented the following policy. There are no excused absences. A student will fail the class if more than *six class hours are missed*. Each week of blackboard discussion is equivalent to three hours of attendance in class. See University Academics Policies at <http://www.uncp.edu/sa/handbook/11academic.htm> Therefore, missed postings/assignments per week represent three missed hours of class time (i.e. missed blog, exam, or paper submission). Students are therefore encouraged to be mindful of absences and late posts and make every effort to be in attendance. Students are expected to have read assigned material prior to the class discussion blogs. Students are also expected to participate in any Blackboard discussions that may be announced. Students are responsible for any material covered in class discussion or blog at a time for which they were absent. See University Academics Policies at <http://www.uncp.edu/sa/handbook/>

**Assignment Submissions:** If you anticipate missing an assignment due date, it is your responsibility to notify the instructor at least 24 hours in advance of the deadline to request an extension, except in the case of a true emergency. Extensions are granted at the discretion of the instructor, provided that the student has an appropriate and reasonable rationale for such a request and that it is discussed with the instructor in a professional manner. **Do not assume that you are entitled to an extension without working something out with the course instructor.** You are putting yourself at risk of failing an assignment this way. Late submissions are not accepted nor graded by this instructor. All assignments need to be submitted by the last class session in order to be counted toward the final grade.



**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, may result in a failing grade in 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 and may be subject to appropriate referral to the Office of Student Conduct for 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.

**SafeAssign:** The instructor reserves the right to require that students submit all papers and assignments through turnitin.com or SafeAssign. Both are online systems which can determine if work has been copied 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.turnitin.com> or <http://www.safeassign.com/>.

**Code of Conduct:** A productive learning environment that is not inhibited by disruptive behavior is important in the BSW 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, including online behaviors, are disruptive and unethical within an undergraduate level social work program (i.e. personal conversations when instructor or student are speaking, leaving class (even during an online session) to obtain food and then returning). In instances of disruptive behavior, students will receive a one point deduction per occurrence as well as a meeting with the course instructor and documentation in department file to be discussed with social work faculty. Additional measures are expressed in the Code of Conduct at <http://www2.uncp.edu/studentconduct/code/>.

**UNCP 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.

**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.**

***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.

***Plagiarism:*** The Social Work Program does not permit plagiarism. All students enrolled in SWK courses are required to use the APA citation style. Students will lose points on assignments if the APA citation style is not used. APA manuals can be purchased in the bookstore. There is a copy on closed reserve in the library. Also refer to the [Library resource for APA](#).

According to the APA Manual, professionals "...do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text" (APA Manual, 2010, p. 15).

As a result of this ethical standard, all major course papers will be submitted to SAFEASSIGN accessible via your course Blackboard. The first occurrence of plagiarism within the social work program will be noted within the student file as a violation of academic honesty. In addition, the course instructor will determine the outcome for that assignment (i.e. grade of zero). If a second occurrence of plagiarism takes place by the same student (either in the same or another course), a Settlement of a Charge of Academic Dishonesty will be completed and submitted to the Office of Graduate Studies.

***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>

## **V. UNIVERSITY SUPPORT SERVICES**

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

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact 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 DSS and the accommodation process may be found at the following links:

<http://www.uncp.edu/dss/>

<https://www.uncp.edu/academics/opportunities-programs-resources/academic-resources/disability-support-services/student-11>

***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://www2.uncp.edu/writing/>

**Students with Disabilities: Any student with a documented disability needing academic adjustments is requested to speak directly to the Accessibility Resource Center and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Nicolette Campos, Accessibility Resource Center, D.F. Lowry Building, 910-521-6695.**

**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](mailto: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](mailto: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](mailto:jennifer.bruner@uncp.edu).

**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 influence 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. In this class, students role-play various client situations. There is no requirement to disclose any personal information about yourself. If you choose to do so during a role-play, it is essential to remember that you are learning skills and the classroom is not a therapeutic environment. If any situation is unclear, consult the instructor for assistance.

**Discussion Board Criteria and Expectations**

Criteria	Levels of Achievement		
	Novice 1-2 points	Competent 3-4 points	Proficient 5 points
<b>Quality</b>	Responds, but with minimum effort. (i.e. "I agree with Bob"); does not demonstrate that the student understands the Key concepts; There are several incomplete sentences and cases of poor grammar.	Appropriate comments and responds respectfully to other student's postings; somewhat demonstrates that the student understands the Key concepts; most of the posting is written in complete sentences and with proper grammar.	Appropriate comments: thoughtful, reflective, and demonstrates student understands Key concepts; uses examples when appropriate and is free of grammatical errors; concretely connects with the original posting.
<b>Relevance</b>	Posting is attached to the right discussion board, but does not clearly reflect the assignment; response does not add to the original posting.	Some reference but taken out of context, the reader would not understand; response adds somewhat to the original posting.	Clear reference to assignment or prior posting being discussed; response adds significantly to the original posting.
<b>Contribution</b>	Less than required number of postings. Does not further any discussions; does not contribute good suggestions to expand or improve the original posting.	Participates; contributes fair suggestions to expand or improve the original posting.	Furtheres the discussion with questions, or statements that encourage others to respond; contributes good suggestions to expand or improve the original posting.
<b>Connection</b>	Mentions the text or previous activity without logical link to topic.	Vague or possible connection to reference points from previous readings, activities, and discussions.	Clearly connects the posting to text or reference points from previous readings, activities, and discussions.

Each week you can earn up to five points on discussion board. Discussion board posts and activities are graded according to the above criteria. This comprises your attendance/ participation grade for the semester.

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- Sarason, I. & Sarason, B. (2009). Social support: Mapping the construct. *Journal of Social and Personal Relationships*. SAGE Publications  
Vol.26(1):113-120

EXER 5120

## 1 Syllabus from the Department of Health, Physical Education, and Recreation

UNIVERSITY OF NORTH CAROLINA-PEMBROKE  
DEPARTMENT OF PHYSICAL EDUCATION  
EXER 5XXX (5120) Advanced Teaching Methodologies Health/PE II  
Spring 2016

Teacher Education Program  
Accredited by:  
National Council for Accreditation of Teacher Education (NCATE)  
North Carolina Department of Public Instruction (NCDPI)



### Course Description

This course is designed to explore physical education teaching methods and strategies with specific emphasis on designing and delivering learning experiences for secondary level students. Students will be instructed on how to provide appropriate learning experiences and assessment techniques in Health and Physical Education. Instructional content development, student motivation and inclusion techniques along with observational tools will also be covered.

### UNCP Teacher Education Conceptual Framework

*Theme: Preparing professional educators who are committed, collaborative, and competent.*

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

### Teacher Education Standards Developed by EXER 5120:

*North Carolina Standards for Graduate Teacher Candidates (for MAT and MA Licensure candidates)*

#### I – Teacher Leadership

- A. Candidates demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- B. Candidates facilitate mentoring and coaching with novice teachers.
- C. Candidates set goals and establish priorities while promoting educational initiatives that positively affect student learning
- D. Candidates participate in professional learning communities.

#### II – Respectful Educational Environments

- A. Candidates facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities
- B. Candidates create collaborative partnerships with families, schools, and communities to promote a positive school culture
- C. Candidates facilitate and model caring and respectful treatment of individuals within the learning community.
- D. Candidates demonstrate knowledge and understanding of diverse world cultures and global issues.
- E. Candidates encourage high expectations for all students.
- F. Candidates collaboratively design and implement curriculum and instruction that is responsive to learner differences.

#### III – Content and Curriculum Expertise

- A. Candidates demonstrate in-depth knowledge of curriculum, instruction, and assessment
- B. Candidates model the integration of 21<sup>st</sup>-century content and skills into educational practices
- C. Candidates develop relevant, rigorous curriculum

#### IV – Student Learning

- A. Candidates seek out and use existing research to inform school practices.
- B. Candidates design action research to investigate and improve student learning and school policies and practices
- C. Candidates model technology integration that supports student learning.

D. Candidates critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

V. Reflection

A. Candidates promote an educational culture that values reflective practice.

B. Candidates model the development of meaningful professional goals.

C. Candidates model personal and professional reflection to extend student learning and school improvement.

### Course Objectives

Upon completion of this course students should be able to:

1. Describe a physically educated person and discuss the importance of physical education to a healthy lifestyle.
2. Set quality goals and objectives in the psychomotor, cognitive, and affective domains.
3. Discuss various means to develop and maintain a functional learning environment.
4. Demonstrate means to handle various behavioral issues.
5. Demonstrate and evaluate various teaching strategies including, station teaching, peer teaching, cooperative learning, self-instruction, cognitive strategies, and team teaching.
6. Design curricular, unit, and daily plans for secondary PE.
7. Discuss the importance of, and relationship between, planning and evaluation in accomplishing program goals.
8. Identify professional organizations and their importance to continuing professional development.

**Textbooks:** Darst, Pangrazi, Sariscsany, Brusseau: Dynamic Physical Education for Elementary School Children

**Statement on Electronic Portfolios and Taskstream:** Program approval by the North Carolina Department of Public Instruction requires portfolios of student work to be posted and assessed in an electronic portfolio system; the Teacher Education Program at the University of North Carolina at Pembroke has adopted Taskstream for that system. *Student work from this class may be part of that program assessment system.* You may be asked to upload materials from this course to Taskstream during this semester, or you may be asked to do so before or during your professional semester. This assessment process will not affect your grade in this class, but compliance with this program requirement is required in order to be recommended for licensure at program completion.

### Attendance Policy

Your attendance and participation in class are essential for your own learning. Students are encouraged to attend all class meetings. If absent, you are responsible for all material covered, including any written class assignments. The Health and Physical Education Teacher Education requires that students attend at least 90% of all classes in order to receive a passing grade. There is no penalty for university-excused absences. If a major personal problem or illness develops, contact me by phone or email.

### Course Evaluation

Teaching (3) 15%

Packet	20%
Test 1	15%
Web Assignments	20%
Research Paper	15%
Test 2, Final	<u>15%</u>
	100%

**The Honor Code:** Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information on the academic honor code can be found at <[http://www.uncp.edu/sa/pol\\_pub/honor\\_code.htm](http://www.uncp.edu/sa/pol_pub/honor_code.htm)>.

**University Religious Holiday Observance 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.

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.

#### **ADAAA Syllabus Access 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 Disability Support Services (DSS) 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 DSS and the accommodation process may be found at the following links:



<http://www.uncp.edu/dss/students/currentstudentfaq.htm>  
<http://www.uncp.edu/dss/policies/html/faqfaculty.htm>  
<http://www.uncp.edu/dss/faculty/syllabistatement.htm>

## Course Outline

(**Note:** Readings should be completed prior to class. Previous material should be reviewed. Students should learn and understand definitions of key chapter terms.)

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
Week 1	Introduction/ Syllabus Chapter 1	Chap 1	
Week 2	Chapter 2 Objectives	Chap 2	Web #1
Week 3	Chapter 3 Video	Chap 3	
Week 4	Chapter 4 Lesson Plan	Chap 4	Web #2
Week 5	Chapter 5 Teaching Introduction	Chap 5	
Week 6	Test 1 Physical Education		Study!
Week 7	Midterm Exam	Midterm	
Week 8	Chapter 6	Chap 6	
Week 9	Chapter 8 Health Curriculum/Discussion Participation	Chap 8	Web
Week 10	Health for Life Teaching Health	Web	Web #3
Week 11	Teaching Health Teaching Health		
Week 12	Chapter 11 Health	Chap 11	Web #4
Week 13	Portfolio Prep Portfolios Due/Review Teaching Exam		Packets Due
Week 14	Teaching Exam Health and PE		Web #5

Teaching Exam Health and PE

Week 15      Final Teaching

Research Paper Due

Exam Week      Final Exam

**\*Please note that the syllabus is subject to change.**

[BACK TO AGENDA](#)

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## Syllabi from the Department of Educational Leadership and Counseling



University of North Carolina at Pembroke  
School of Education  
Department of Educational Leadership and Counseling

Accredited by:

National Council for Accreditation of Teacher Education (NCATE)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Approved by:

North Carolina Department of Public Instruction (NCDPI)

Fall, 2015

### Course Information

**Course Prefix & Title:** CNSxxxx *School Counselor as Leader, Advocate, and Consultant*

**Course Catalog Description:** A comprehensive study is made of contemporary practices of leadership, advocacy, and consultation in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, and fostering family, school, community connections in the 21<sup>st</sup> century. Theories and models of leadership and consultation are presented which school counselors can utilize to enhance the services they provide.

**Credit Hours:** 3

**Course Prerequisite:** Completion of core counseling courses or permission of the program director and instructor.

**Meeting Times:** Asynchronous

**Class Location:** Blackboard

**Instructor Information:**

Jeffrey M. Warren, PhD., LPC, NCC, NCSC, ACS

Office Phone: 910-775-4414

Email: [jeffrey.warren@uncp.edu](mailto:jeffrey.warren@uncp.edu)

Office Locations: 346 Education Center

Office Hours: Monday (9:30am-10:30am), Tuesday (12pm-3pm), Wednesday (12pm-3pm)

**Course Requirements:**

### Textbook & Resources

Erford, Bradley T. (2007). *Transforming the school counseling profession*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Northouse, P. G. (2014). *Introduction to leadership: Concepts and practices*, 3rd ed. Thousand Oaks, CA: Sage.

American Psychological Association (2009). *Publication manual of the American Psychological*

*Association* (6<sup>th</sup> ed.). Washington DC: APA

ACA Code of Ethics available for download: <http://www.counseling.org/>

**Recommended Readings:****UNCP Teacher Education Conceptual Framework:**

*Theme: Preparing professional educators who are committed, collaborative, and competent.*

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

**Relationship of Course to the Conceptual Framework:**

This specialty course equips students with knowledge of roles, functions, and responsibilities of a professional school counselor. Aspects of leadership development, strategies for advocacy, and models of consultation are explored in an effort to promote skills pertinent to the profession in the 21<sup>st</sup> century. Specifically, students enrolled in this course learn how to utilize tools and skills and are prepared to serve all students regardless of race, ethnicity, culture or any other characteristic, therefore demonstrating a commitment to public education. Students also solidify competency as practitioners knowledgeable of strategies that impact socio-emotional health and are willing to collaborate with all stakeholders in an effort to effect student success.

**Teacher Education Standards addressed in this course:**

*North Carolina Professional School Counseling Standards*

Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

- School Counselors demonstrate leadership in the school.
- School Counselors advocate for schools and students.
- School Counselors demonstrate high ethical standards.

Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students

- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
- School Counselors work collaboratively with the families and significant adults in the lives of students.

Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program

- School Counselors align their programs to support student success in the North Carolina Standard Course of Study
- School Counselors understand how their professional knowledge and skills support and enhance student success.
- School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.
- School Counselors develop comprehensive school counseling programs that are relevant to students.

Standard 4: School Counselors Promote Learning for All Students

- School Counselors plan their programs for the academic, career, and personal/social development of all students.
- School Counselors use a variety of delivery methods.
- School Counselors use and promote effective listening and communication skills.

## Standard 5: School Counselors Actively Reflect on Their Practice

- School Counselors function effectively in a complex dynamic environment.

### **Attendance Expectations**

You are required to attend all class sessions whether synchronous or asynchronous. If you must miss a class, please notify your instructor by e-mail at least 48 hours in advance. Announcements regarding schedule delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television and posted on the university home page on the Internet but should not have any bearing on your class attendance or participation due to the on-line nature of this course.

### **Technology Expectations**

- a. Access to the Internet with high-speed connection (not dial-up).
- b. Check your UNCP student email account and Blackboard on a daily basis.
- c. Adobe Acrobat Reader for viewing documents.
- d. Microsoft Office or other word processing software capable of creating/opening Word compatible files (.DOC)
- e. **Include your name AND class in closing on every email you send.**

### **Writing Expectations**

Written assignments will be graded for completion, quality, and relevance. Please double space, 12 pt fonts. Any not double spaced, 12 pt fonts will be returned and considered late when resubmitted (this does not apply to discussion posts). Any assignment turned in late will receive NO credit unless prior approval has been granted for extenuating circumstances. Re-do work is due as specified.

All written assignments should be spelled correctly, be grammatically correct, and use standard English. If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP Writing Center in the Dial Building room 131 or call 910.521.6546, or email [writing@uncp.edu](mailto:writing@uncp.edu).

All writing assignments for this class must follow APA reference and citation format unless otherwise specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest the following links for APA assistance:

<http://owl.english.purdue.edu/owl/resource/560/16/>

<http://www.apastyle.org/faqs.html>

### **CACREP 2009 Standards addressed in this course:**

#### **Course Objectives and Learning Outcomes:**

##### A. Knowledge - The student will:

- Acquire an applied knowledge of the National Standards of Practice for professional school counselors, and how they apply to prevention and early interventions (CACREP School Counseling Standards, C.1.b)

##### B. Skills - The student will be able to:

- Use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes (CACREP School Counseling Standards, C.1.a)
- Implement and evaluate specific strategies that meet program goals and objectives (CACREP School Counseling Standards, C.1.c)

##### C. Attitudes, Values, and Dispositions - The student will be able to:

- Value the importance of school counselors role in students academic achievement

D. Diversity - The student will:

- Increase awareness of counselors' selection of counseling approaches (e.g. programs) in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP standard section II 2.d);
- Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling and in program selection and development specifically (CACREP School Counseling Standards, A.8.).

E. Technology - The student will:

Understand the use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program (CACREP Standard Section II 1. C; CACREP School Counseling Standards, C.3. d);

Demonstrate an ability to use internet email through regularly emailing the class instructor with questions or concerns (CACREP Standard Section II 1. C);

Utilize word processing in writing all of their assignments and papers (CACREP Standard Section II 1. C);

Utilize the internet as a source of information in researching projects (CACREP Standard Section II 1. C).

**Teaching Strategies: Course Format:** This course is completely on-line. Components and features from Blackboard including discussion board, chat and Learning Modules may be used to facilitate growth and development in the area of crisis intervention. Case studies, interviews, and podcasts will also be incorporated throughout the course. The on-line format is most conducive to highly motivated students with the ability to remain organized and work independently.

**Academic Dishonesty Policy:** Students are expected to adhere to the UNC Pembroke Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive a failing grade in the course. See the Student Handbook for details.

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

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

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

**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>

**This publication is available in alternative formats upon request. Please contact Accessibility Resource Center (ARC), DF Lowry Building, 910-521-6695.**

**Grading Policies:** Assignments are not generally accepted late, however, certain situations may deserve consideration. Late assignments will be accepted, at the discretion of the instructor, at a penalty of 10% per day. Exams may be rescheduled at the convenience of the instructor. Make up exams may be offered in an alternate format in order to maintain integrity of the material on the test.

Grading Policy of the UNCP Counseling Programs: The Counseling Programs faculty considers course grades of "C" or below to be indicative of a problem. Students earning overall course grades of "C" or below will be subject to faculty review at the Student Progress Meeting held each semester (see Program Handbook for additional information).

### **Course Assignments:**

#### **1. Philosophy of Leadership. (10 Points)**

Students will write a 2 page philosophy of leadership statement which includes an overview of his/her leadership style.

#### **2. Attendance and Participation. (25 Points)**

**Attendance:** It is expected that students will attend all classes and will be fully responsible for content covered in class, textbook, readings, and experiential activities. In the event of an unexpected absence, you should contact the instructor **as soon as possible via e-mail**. If you need to leave class early, please inform the instructor prior to class. The instructor reserves the right to lower the final grade of any student who has more than **ONE UNEXPLAINED OR UNSUBSTANTIATED ABSENCE**. Students who have more than **TWO ABSENCES** (regardless of student's reason) will be asked to withdrawal from this course or receive a fail grade for this course.

**Participation:** Participation is essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in class discussions and exercises, and in the small group projects. Be prepared to engage and actively contribute in this class. Read the assigned chapters and do the assigned activities so you can interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is based on your participation in class. Show respect and a positive, supportive attitude toward other members of the class. Points are earned through participation, which means being in class and actively participating. Lack of participation will result in a lower final grade.

Quality participation includes:

- Active, enthusiastic participation in class discussions and activities
- Preparation and understanding of the assigned readings
- Asking of thoughtful questions
- Responding to other students' comments in a constructive, respectful manner

-Contributing regularly and constructively without dominating.

### 3. Module Insights and Responses. (40 Points)

Active participation is essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in class discussions and exercises, and in the small group projects. **Be prepared to engage and actively contribute in this class by completing 4 Module Insights and Responses.** Read the assigned chapters and do the assigned activities so you can interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is based on your participation in class. Show respect and a positive, supportive attitude toward other members of the class. Points are earned through participation (see rubric below), which means being in class and actively participating. Lack of participation will result in a lower final grade. **INSIGHTS AND RESPONSES WILL NOT BE ACCEPTED AFTER THE DUE DATE.**

Quality participation includes:

- Active, enthusiastic participation in class discussions and activities
- Preparation and understanding of the assigned readings
- Asking of thoughtful questions
- Responding to other students' comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

### 4. Interview and Report (75 points)

Each student will interview a school administrator or a professional school counselors of a Recognized ASCA Model Program (RAMP). Interview questions will be developed by the class as a group. Emphasis will be placed on leadership and collaboration. A 5-7 page written report of the interview is required with a 4-6 slide Power Point presentation of key insights presented in a class discussion.

### 5. Professional Advocacy Letter/Call (50 points)

**Students will prepare a list of "talking points" to discuss in a letter or phone call to your legislator/aide. Be familiar with legislation you favor or do not favor and know WHY you want your representative to vote for or against particular legislation during the session. Use your state (NCSCA) or national (ACA) organization to help you plan. Call your legislator (you will probably speak to the legislative aide) and discuss your "talking points" with this person. Students will submit the talking points/letter and provide a 2-3 page reflection of the experience and how your thoughts, feelings, and behaviors exemplify your leadership style and advocacy tendencies.**

### 6. Consultation Demonstration (100 points)

**Students will provide a video-recording of a consultation session in which they serve as a school counselor providing consultation to a teacher or parent. A 5-7 page paper will accompany the demonstration in which the student will outline the consultation process, describing the model used and strategies for emphasizing the needs and academic success of the student.**

### 7. Final Exam. (100 points)

This is a comprehensive exam covering all material presented during the course of the semester. Questions may be in the form of short answer, fill-in-the-blank, or multiple choice. Possible exam questions and areas of focus will be discussed prior to the administration of the exam.

Course Requirements/Assignments	Points Possible
Philosophy of Leadership Statement	10
Attendance and Participation	25



Module Insights and Responses	40
Interview and Report	75
Professional Advocacy Letter/Call	50
Consultation Demonstration	100
Exam	100
<b>Total:</b>	<b>400</b>

Grading Scale	
90 – 100% = A	360 – 400
80 – 89% = B	320 – 359
70 – 79% = C	280 – 319
Below 70% = F	Below 280

**University of North Carolina at Pembroke  
School of Education  
Department of Educational Leadership and Counseling**



**Accredited by:**

***National Council for Accreditation of Teacher Education (NCATE)  
Council for Accreditation of Counseling and Related Educational Programs (CACREP)***

**Approved by:**

***North Carolina Department of Public Instruction (NCDPI)***

**XXXX SEMESTER, 2015**

**Course Information**

**Course Prefix and Title:** CNS xxxx College and Career Readiness

**Course Catalog Description:**

This course examines theories and models of career development, school transitions, college access/college admissions counseling, and educational policy. Students will utilize action plans that include assessment tools, information sources, and technology to promote college and career readiness for diverse K-12 school communities.

**Credit Hours:** 3

**Course Prerequisite:** Completion of core counseling courses or permission of the instructor.

**Meeting Times:** Mondays @ 5:30 pm (as scheduled on course calendar)

**Class Location:** Education Center #xxx and Blackboard

**Instructor Information:**

Jeffrey M. Warren, PhD., LPCS, NCC, NCSC, ACS

Office Phone: 910-775-4414

Email: [jeffrey.warren@uncp.edu](mailto:jeffrey.warren@uncp.edu)

Office Locations: 346 Education Center

Office Hours: Available by appointment only via office, email, phone, Skype

**Course Requirements:**

**Textbook & Resources**

Select readings and multimedia presentations

**American Counseling Association Code of Ethics**

-Available for download: <http://www.counseling.org/>

**American School Counselor Association Ethical Standards for School Counselors**

-Available for download: <http://www.schoolcounselor.org/>

**UNCP Teacher Education Conceptual Framework**

Theme: Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP’s primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

**Relationship of Course to the Conceptual Framework**

This specialty course aims to prepare students for work as a professional school counselor. Specifically, students learn how to utilize the tools and skills of a professional school counselor to serve all students, demonstrating a commitment to public education. Students also become competent practitioners knowledgeable of strategies that promote college and career readiness and are willing to collaborate with all stakeholders in an effort to effect student success.

**Teacher Education Standards Addressed in this Course**

**North Carolina Professional School Counseling Standards**

**Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration**

- School Counselors demonstrate leadership in the school
- School Counselors enhance the counseling profession
- School Counselors advocate for schools and students.
- School Counselors demonstrate high ethical standards.

**Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students**

- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
- School Counselors work collaboratively with the families and significant adults in the lives of students.

**Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program**

- School Counselors align their programs to support student success in the North Carolina Standard Course of Study
- School Counselors understand how their professional knowledge and skills support and enhance student success.
- School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.
- School Counselors develop comprehensive school counseling programs that are relevant to students.

**Standard 4: School Counselors Promote Learning for All Students**

- School Counselors know how students learn.
- School Counselors plan their programs for the academic, career, and personal/social development of all students.
- School Counselors use a variety of delivery methods.
- School Counselors help students develop critical thinking and problem-solving skills.
- School Counselors use and promote effective listening and communication skills.

**Standard 5: School Counselors Actively Reflect on Their Practice**

- School Counselors analyze the impact of the school counseling program.
- School Counselors function effectively in a complex dynamic environment.

**CACREP 2009 Standards addressed in this course:**

**Learning Outcomes and Assessment:**

PROFESSIONAL SCHOOL COUNSELING	
Standards	Assessment Methods
<i>Foundations</i>	
1) Students will understand the following:	

<p>a. career development theories and decision-making models; (CACREP IIG4.a)</p> <p>b. career, avocational, educational, occupational and labor market information resources, and career information systems; (CACREP IIG4.b)</p> <p>c. career development program planning, organization, implementation, administration, and evaluation; (CACREP IIG4.c)</p> <p>d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; (CACREP IIG4.d)</p> <p>e. career and educational planning, placement, follow-up, and evaluation; (CACREP IIG4.e)</p> <p>f. assessment instruments and techniques relevant to career planning and decision making; and (CACREP IIG4.f)</p> <p>g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. (CACREP IIG4.g)</p>	<p>On-line Discussion Post and Learning Module</p> <p>Group Presentations</p> <p>School Counseling Program Audit</p> <p>Final Exam</p>
<p><b>2) Students will demonstrate knowledge and/or skills in the following:</b></p> <p>C2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.</p> <p>C4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.</p> <p>D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</p> <p>E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.</p> <p>F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</p> <p>F4. Engages parents, guardians, and families to promote the academic, career, and</p>	

<p>personal/social development of students.</p> <p>G3. Identifies various forms of needs assessments for academic, career, and personal/social development.</p> <p>H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.</p> <p>H5. Assesses barriers that impede students' academic, career, and personal/social development.</p> <p>J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p>K2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p>M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students</p>	
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**Course Format:** This course is hybrid (~1/2 online, ~1/2 face-to-face). Components and features from Blackboard including discussion board, chat and Learning Modules may be used to facilitate growth and development in the area school counseling. Case studies, interviews, and podcasts will also be incorporated throughout the course. The on-line portion of this course is most conducive to highly motivated students with the ability to remain organized and work independently.

**Attendance Expectations:** You are required to attend and participate in all class sessions. If you must miss a class, please notify your instructor by e-mail at least 48 hours in advance. Announcements regarding schedule delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television and posted on the university home page on the Internet but should not have any bearing on your class attendance or participation due to the on-line nature of this course.

**Technology Expectations:**

- a. Access to the Internet with high-speed connection (not dial-up).
- b. Check your UNCP student email account and Blackboard on daily.
- c. Adobe Acrobat Reader for viewing documents.
- d. Microsoft Office or other word processing software capable of creating/opening Word compatible files (.DOC)
- e. **Include your name AND class in closing on every email you send.**

**Writing Expectations:** Written assignments will be graded for completion, quality, and relevance. Please double space, 12 pt fonts. Any not double spaced, 12 pt fonts will be returned and considered late when resubmitted. Any assignment turned in late will receive NO credit unless prior approval has been granted for extenuating circumstances. Re-do work is due as specified.

All written assignments should be spelled correctly, be grammatically correct, and use standard English. If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP Writing Center in the Dial Building room131 or call 910.521.6546, or email [writing@uncp.edu](mailto:writing@uncp.edu).

All writing assignments for this class must follow APA reference and citation format unless otherwise specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest the following links for APA assistance:

- <http://owl.english.purdue.edu/owl/resource/560/16/>
- <http://www.apastyle.org/faqs.html>

**Academic Dishonesty Policy:** Students are expected to adhere to the UNC Pembroke Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive a failing grade in the course. See the Student Handbook for details.

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

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

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

**ADAAA Statement:** Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 103 or call 910-521-6695.

**This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 521-6695.**

**Grading Policies:** Assignments are not generally accepted late, however, certain situations may deserve consideration. Late assignments will be accepted, at the discretion of the instructor, at a penalty of 10% per day. Exams may be rescheduled at the convenience of the instructor. Make up exams may be offered in an alternate format in order to maintain integrity of the material on the test.

**Grading Policy of the UNCP Counseling Programs:** The Counseling Programs faculty considers course grades of "C" or below to be indicative of a problem. Students earning overall course grades of "C" or below will be subject to faculty review at the Student Progress Meeting held each semester (see Program Handbook for additional information).

**Distance Learning:** This course includes a distance learning component which includes self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade. In order to succeed, you need to adhere to the policies outlined in the syllabus. Attend all online class activities, including participation in small group email, responses to discussion work, and the timely submission of assignments.

**Assignments:** Assignments are available at the beginning of the course. They must be completed by the DUE DATE. Some assignments are in the form of Discussion Board postings. Others are in the form of document files that must be dropped to the View/Complete Link provided for the assignment. Assignments

dropped to the “comments section” will NOT be accepted. Check all saved files to make sure they open – saving as a Word document or saving as a PDF is advisable.

**Discussion Boards:** Participation in discussion boards is an important part of your grade. To receive full credit, you must respond thoughtfully and intelligently to the initial question AND follow the directions to respond to others. You cannot receive full credit for posting online without completing the assignment.

**Instructions for posting on Blackboard:**

**1-Compose your work in WORD so that you may save it as a “.doc” NOT a “.docx”.**

**2-When you have finished, unless otherwise specifically directed by the teacher, copy your work and**

**3- PASTE it into the message area on Blackboard**

**Netiquette:** It is expected that you will follow the rules of common courtesy in all your email messages and discussion posts. If any of your responses are deemed inappropriate or offensive, they will be forwarded to the Dean for the School of Education and appropriate action will be taken which may result in expulsion from the course.

**Course Assignments:**

**1. Participation in Class Sessions and Blackboard: (Point Value = 20)**

Active participation is essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in class discussions and exercises, and in the small group projects. Be prepared to engage and actively contribute in this class. Read the assigned chapters and do the assigned activities so you can interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is based on your participation in class. Show respect and a positive, supportive attitude toward other members of the class. Points are earned through participation, which means being in class and actively participating. Lack of participation will result in a lower final grade. Also, you may have **ONE** excused absence from class that is approved prior to the absence.

Quality participation includes:

- Active, enthusiastic participation in class discussions and activities
- Preparation and understanding of the assigned readings
- Asking of thoughtful questions
- Responding to other students’ comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

**2. Theory & Quizzes (Point Value = 30)**

Prepare by completing the assigned readings before class. During class, you will be asked to recall and apply career development theory and other content as assigned.

**3. College Access Research (Point Value = 30)**

Choose a national, regional, state, or district level program that goal is primarily specific to college access and/or college admissions counseling (use the directory at <http://www.collegeaccess.org/> (or other sources) to **choose a program and inform the course instructor (submit on email through sakai) of 2-3 possible choices by 1/21; one of the programs from your list will be assigned**). Consult the scholarship related to the program (e.g., refereed journal articles, grant reports, etc.) and contact/observe leaders of these programs to increase your understanding. Prepare a 2 page report that includes a) purpose or

stated objectives, b) theory base, c) delivery/mechanism, d) *evaluation data*, e) availability/cost, and f) applicability for school counselors (specifically how school counselors might be able to adopt/utilize some mechanisms of the programming in their own practice). Be prepared to discuss *and critique* in class the program and especially the applicable aspects for school counselors. (CACREP IIG4b) (CACREP School C4)

#### 4. Research and Program/Intervention Application

(Point Value = 40)

In assigned groups, complete the tasks or answer the questions related to school transitions. The research should explore school counseling and the broader context of theory/research related to other school personnel, classroom/school practices, and educational policy.

I. Create an assessment tool to measure school transition to middle school self-efficacy. What specific abilities/tasks would ensure a positive transition? How might gender impact this concept?

II. Outline developmentally appropriate special education polices/practices for school transitions from elementary to middle school.

III. How might you apply hope theory to support students in the transition to postsecondary education? Would race impact your approach in any way?

IV. Design a social media strategy to promote a successful 8-9th grade school transition? How might geography (e.g., rural) or school configurations impact this?

V. Design a computer game/app or children's book on navigating the transition into kindergarten that is appropriate for ELL students.

VI. What might a peer mentoring intervention look like to promote successful middle school to high school transitions? How might you consider socioeconomic status in this program/intervention?

Groups will prepare a 5 page product using a *minimum* of 5 current (2010-2015) refereed journal articles. The link between the product and the research should be clear. The summary/products will be posted to Blackboard on the Monday before your group presents.

During the assigned class session, each group will also lead a ~20 minute structured activity with the class. It should include a **synthesis** of the groups learning from the research and ENGAGE the rest of class in activity to deepen learning (lecture and powerpoint is discouraged). It is expected that outside class time will be needed to plan and prepare this presentation. (CACREP IIG4 c,d,f,g) (CACREP School D3, E1)

Peer feedback on contributions will be solicited and included in the grading.

#### 5. ASCA School Counselor Career Portfolio

(Point Value = 40)

This assignment is a composite of your work throughout the program so far. This is an opportunity to examine and enhance your own career, while utilizing course content and processes you might also utilize with K-12 students. Required steps and portions of the assignment are detailed below (CACREP School A3,A5,B2):

o **Design** a timeline and plan/process for your job search strategy. Please include a description of what your ideal job (e.g., type of school, role, location, etc.) looks like. **DRAFT DUE:**

o **Design** a 1 page cover letter and 1 page resume. **DRAFT DUE:**

o These initial steps will inform and culminate in a **web-based career**



**portfolio** that documents your competency as a school counselor. Organize your portfolio according to the ASCA National Model (e.g., four components, outside themes). For course requirements, be sure to *minimally* include (a) a 1 page resume, (b) 2 sample work products or artifacts in each of the four ASCA National Model areas (e.g., student work samples, documented achievements, needs assessment results, mission statement, intervention plans for academic/personal social/career development, case notes without identifying information, **intervention evaluation results**, guidance or group plans), (c) at least one artifact for each of outside themes of the model, and (d) any additional documentation you feel will be useful (e.g., student notes, teacher or parent letters). Any platform is acceptable (e.g., weebly.com). **DUE DATE:**

o **Participate in** a mock school counselor interview. Conducted during class time. Schedule TBA.

\*You may find it useful to utilize additional career resources to facilitate this project. These may include, but are not limited to UNP Career Services, NBPTS/NBCC website, RAMP application, education job fair, site and university supervisors, practicing school counselors, and related information sources.

**6. College and Career Readiness Intervention Final Exam (Point Value = 40)**

**Tentative plan (ASCA plan format) due xxx; Final ASCA action plan, ASCA results report, and 3-page summary due xxxx; Intervention discussions take place in class on xxxxx**

Create, implement, and evaluate an intervention or program designed to promote college and career readiness for students at your internship site. Using chapter nine of your textbook, consider each of the ten steps discussed. Be sure to integrate as appropriate career development theory, assessment, career information and resources, technology, ethics and diversity as part of your intervention effort.

A *draft* ASCA curriculum action plan or closing the gap plan is due **xxx**. On **xxxx** submit an ASCA action plan, ASCA results report, and 3-page summary of the 10 steps outlined in the text. Each student will meet with the course instructor in small groups to discuss the ten steps outlined in the text as it relates to their intervention (approximately 15-30 minutes – times TBA) on **xxxxx**. (CACREP IIG4.a,c,e,g) (CACREP School C2,C4,D3)

\*It is expected that your career intervention will not begin until late Spring to enable you to use course content in the intervention. Further, career intervention should be unique from internship or other class projects. You may extend or build upon a current intervention at your site – but that extension should include revision of current practice or complementary efforts that utilize course content. Finally, your site supervisor will provide feedback on the intervention as part of the project grade.

Course Requirements/Assignments	Points Possible
Participation	20
Career Theory Quizzes	30
College Access Research	30
Research Product and Group Activity	40

Career Portfolio and Process	40
College and Career Readiness Intervention Final Exam	40
<b>Total:</b>	<b>200</b>

<b>Grading Scale</b>	
93 – 100% = A	185 – 200
90 – 92% = A –	180 – 184
87 – 89% = B +	174 – 179
83 – 86 % = B	166 – 173
80 – 82 % = B –	160 – 165
77 – 79% = C +	154 – 159
73 – 76% = C	146 – 153
70 – 72% = C –	140 – 145
67 – 69% = D +	134 – 139
63 – 66% = D	126 – 133
60 – 62% = D –	120 – 125
Below 60% = F	Below 120

University of North Carolina at Pembroke  
Teacher Education Program  
Accredited by:  
National Council for Accreditation of Teacher Education (NCATE)  
North Carolina Department of Public Instruction (NCDPI)  
Department of Educational Leadership and Counseling  
MSA Program



### **EDNL 5860 Legal Aspects in Educational Leadership**

Hybrid  
Fall 2015

Instructor: Dr. Larry G. Mabe  
Office: 314 Education Building  
Office Phone: 910-775-4293  
Email: [larry.mabe@uncp.edu](mailto:larry.mabe@uncp.edu)  
Cellular Phone: 910-520-1000  
Home Phone: 910-793-5943

**Sandhills CC Logan Building Room 109**  
**5:30-8:30 pm Thursday Evening**

**Course Description:** Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics. Credit: 3 semester hours.

**Conceptual Framework:** The conceptual framework of this program is built around five domains, which provide the program structure and purpose. The five domains are as follows:

1. Strategic leadership—training leaders to think strategically, reflecting and communicating about current educational issues and identifying and using strategic problem solving and decision-making skills.
2. Instructional leadership—preparing administrator to take a leadership role defining, refining, and implementing the schooling process; developing learning centered school improvement and leadership skills.
3. Organizational leadership—equipping administrator with skills, abilities, and values to work productively within the organization; addressing ethical and societal aspects of leadership.
4. Political leadership—preparing administrator to interact collaboratively with the various publics; investigating politics and legal aspects of education.
5. Managerial leadership—preparing administrator to respond effectively, efficiently, and in a timely manner to the multiplicity of factors involved in the operation of schools; developing an understanding of, and practicing the application of, school based management skills.

**Theme: Preparing professional educators who are committed, collaborative, and competent.**

The UNCP Teacher Education Program is committed to the public school mission of preparing children and youth for full participation in a democratic society. We believe that all children and youth are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the democratic mission for entry level and advanced positions in regional public schools.

**Relationship of Course to the Conceptual Framework:** EDNL 5860 Legal Aspects of Educational Leadership is one of the required courses for completion of the Master of School Administration. It is designed to prepare the next generation of school leaders who are competent, caring professionals who understand legal implications of their work with students, faculty, parents, and the community at large.

## Teacher Education Standards

8)

### UNCP Master's Degree Standards

9) **A. Instructional Expertise**

The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.

10) **B. Knowledge of Learners**

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

11) **C. Research**

The candidate uses research to examine and improve instructional effectiveness and student achievement.

12) **D. Content Knowledge**

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

13) **E. Professional Development and Leadership**

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

In addition to the standards above, EDNL 5860 will prepare the student by developing the Knowledge Indicators, Disposition Indicators and Performance Indicators required by the Interstate School Leader Licensure Consortium (ISLLC), the licensing exam required by the State of North Carolina. This course will specifically respond to each of the six standards.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### **New North Carolina Standards for School Executives:**

Standard 2: Instructional Leadership: Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Standard 4: Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning.

Standard 4: Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school.

Standard 4: Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance.

Standard 4: Continuously searches for the best placement and utilization of staff to fully benefit from their strengths. (a bit of a stretch).

Standard 5: Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Standard 6: Designs protocols and processes that ensure compliance with state and district mandates

### **Course Objectives**

1. Understand and demonstrate knowledge of the uses of school law in daily school settings.
2. Demonstrate knowledge and understanding of legal principles as they apply to education in North Carolina.
3. Use various media in search of appropriate law issues faced by school administrators daily.
4. Become familiar with both state law and local board of education policies as they affect the operations of schools.
5. Be familiar and able to apply local policies in the application of rules and regulations as they apply to students, faculty and staff.
6. Understand and be able to apply basic personnel law related to classified personnel and non-classified personnel.
7. Be able to apply the law to student issues likely to be faced daily by school administrators, teachers, and/or teachers in the classroom.
8. Learn from others by participation in thoughtful discussion formats, individual assignments, and teamwork assignments.
9. Students will develop skills, and understanding of the law to meet the performance indicators on the North Carolina Standards Board of Public School Administration and the Interstate School Leaders Licensure Consortium (ISLLC) related to school law.

**Course Outline:** Each of the fifteen (15) weeks will cover:

1. State Structures for Operating Schools
2. Local structures for Operating Schools and Reporting Requirements for Public School Employees
3. Powers and Duties of Principals and Teachers
4. The Teacher Tenure Act

5. Religion in the Public Schools
6. Student Conduct Issues I-Rights and Responsibilities of Students-Due Process
7. Student Conduct Issues II-Rights and Responsibilities of Students-First Amendment Rights
8. Student Conduct Issues III-Rights and Responsibilities of Students-Search and Seizure.
9. Extracurricular Activities-Student Accountability Outside of the School.
10. New Laws for Exceptional Children from the 2011-2014 General Assembly
11. New Laws from the Legislature in 2012-2014 Related to Public Schools
12. Sexual Discrimination; Electronic Media: Facebook; My Space: Social Networking Sites.
13. Students: Non-Conduct Issues: Records, Custody, Attendance, Admission.
14. General Personnel Issues: Personnel Requirements for Certified Staff, Hiring, and Retention of Staff, Working Conditions
15. Non-Certified Personnel Issues: Fair Labor Standards Act and its Implications for Non-Certified Staff and for Administrators.

Within each of these areas, the laws of the Public Schools of North Carolina will be covered in depth.

**Textbook:** Public School Laws of North Carolina (2013) (Black) Issued by The State Board of Education. Available via the General Assembly Website: [www.ncga.state.nc.us](http://www.ncga.state.nc.us)

Education Law in North Carolina: Electronic Version via the University of North Carolina at Pembroke Mary Livermore Library. You will need to have your Banner Number available when accessing this site.

Materials supplied to students online via BlackBoard. All online materials used by permission. Permissions are on file with the professor.

**Instructional Strategies:** Technology is the basis of acquiring and learning in this course. It will be delivered online via BlackBoard and will also involve face-to-face classes for presenters. Students will post their responses to activities both individually and in groups. Students will learn communication skills by presenting their arguments, responses to activities, and research they will conduct. Face-to-face classes will provide students with presenters who will use case studies, law cases, and various scenarios to instruct the students. Research on the part of the student is a part of this course. Students will be expected to conduct their own research about questions and activities in the course and report back to the entire class, their moderator, or the professor.

**Responses to Discussion Board or Assignments:** Please do not quote the law to me in your responses. Tell me what it means in your own words so I understand you know about which you are speaking.

**Course Administration:** Students are expected to post to the Discussion Board weekly. Late assignments are not allowed as falling behind in an online course can be disastrous. However, there are always circumstances when adjustment will be necessary. Students experiencing difficulty will be asked to communicate with the professor immediately so a solution can be found. The professor will respond immediately if timely postings are not made. Attendance is required in the face-to-face classes as presenters are coming to offer their expertise. Posting weekly, communicating weekly, reading and responding to the activities and assignments in a timely fashion will cause the student to be successful. Quality thought and reasoned responses will lead the learner to success.

**Class Meeting Dates:\*** Classes will meet face-to-face (f2f) from 5:30 to 8:30 pm in Logan Hall Room 109 at Sandhills Community College on the following dates:

**1.August 20, 2015-First Class Meeting F2F**

2. September 10, 2015-Ms. Beth McCullough, Assistant Principal, Chatham Charter School-Media Training
3. October 1, 2015-Mr. Brian Shaw, Esq. Student Discipline-Partner, Schwartz and Shaw, P. L. L. C.
4. October 22, 2015-Ms. Rachel Hitch, Esq. Schwartz and Shaw, P. L. L. C.      Exceptional Children
5. November 5, 2015-Dr. Donnie Weeks, Exceptional Children
6. November 12, 2015-Mr. Nickolas (Nick) Sojka, Jr. Esq. Williamson, Dean, Williamson & Sojka-Practical School Law for Administrators.
7. December 3, 2015-Mr. Richard Schwartz, Esq. Presentation-Schwartz and Shaw      P. L. L. C.
8. December 10, 2015 Exam: Essay Format-Logan Hall Room 109 from 5:30-7:30 pm.

\*Dates are subject to change due to availability of presenters.

**Inclement Weather:** Listen to the radio and notifications from UNCP via cell phone if you are registered with the University. Also you may call me if you are unsure.

**Assignments:** Assignments will be made weekly. They will be posted on Sunday evenings by Midnight. Students will be expected to participate in online discussion, and post your comments, participate in various learning activities, reviewing the work of your peers, and provide leadership by moderating discussion groups and working together with fellow students in assignments and projects designed to enhance your learning in this course. All assignments for the course except those specifically stated will be posted to the Assignment Board. APA style is to be used for all citations in this course. See Course Information for a PowerPoint on the use and understanding of the basics in APA Style. **Each assignment has the specific posting requirement. Posts made not following the posting requirements will not be accepted.**

**Late Assignments:** Late work is not accepted unless the student made contact with the professor prior to the assignment deadline. A compelling reason will be necessary for late work to be accepted. Work must be posted by 12:00 Midnight on Sunday of each week.

**Assessment:** Assessment will occur weekly so students may see their progress. Class participation, individual assignments, weekly tests of the chapters read in Education Law in North Carolina, team projects, and a final exam will comprise your assessment.

**Weekly Tests:** Each week you will have a test on the material you have read. Each test will allow 45 minutes for completion online. The tests will be available to you from Wednesday at 12:00 noon until Sunday at 12:00 Midnight. Please be sure you read the material as this is an important part of not only your grade, but your understanding of the questions asked and the opportunity to respond correctly to the test questions.

**Course Documents:** Materials for the course are located in Course Documents. Links to URLs are included in the weekly course materials as well.

**Course Information:** Testing information, Grading, and the grading rubric and the dates for face-to-face (f2f) class meetings are located here.

**Discussion Board:** Here you will find items for all to view and take part in discussing. You will post discussion information for your colleagues to view, comment upon, and respond to your thoughts and ideas. Everyone must participate in the discussions online.

**Announcement Board:** Any important announcements will be posted on the Announcement Board, especially issues of contact, changes in schedules, or weather arrangements.

**Coffee Shop:** This is the place for you to communicate with your colleagues about any issues you desire. You may solicit answers or thoughts from your colleagues along with general chatting you may wish to conduct.

**Discussion/Questions-Assignments:** This is for any questions you may have related to assignments in the course.

**Discussion/Questions-General Issues:** This is for any general questions or issues you may have in the course.

**Questions Not Related to Assignments:** This is for any type of issue you run into during your daily work or any questions or legal issues you wish to have some response to about how it is being handled in your school or system. If the issues are sensitive, you may communicate with me off-line.

**Course Requirements:** For more specific activities, see BlackBoard for EDNL 5860-001-F10. There are fifteen (15) weekly modules, plus a Final Exam that comprise the course. Below you will find each module and the point value assigned. There are a total of **5000 points** for the course.

<u>Week</u>	<u>Weekly Outline</u>	<u>Point Value</u>
1.	Getting Acquainted, State Structures, DPI, Low Wealth/Manning	230
2,	Local Structures, Local Boards of Education	400
3.	Powers and Duties of Teachers and Principals	280
4.	Teacher Tenure Act/Contracts	350
5.	Religion and Schools	250
6.	Student Conduct I-Due Process	350
7.	Student Conduct II-Speech	300
8.	Student Conduct III-Cases	300
9.	Extra Curricular Activities	300
10.	New Law for Exceptional Child	300
11	New Laws Enacted by GA 2013/14	300
12	Cyber Law, Sex Harassment	290
13.	Student: Non-Conduct, Record	300
14.	Personnel Issues	300
15.	Non-Certified Personnel	300
	Final Exam	<u>400</u>
	TOTAL	5000

**TaskStream Requirements:**

**Standards 3 and 5:**

**An Evaluation of School Culture and Safety and a Written Action Plan: EDNL 5860.**

**Directions:** Review your schools' Culture and Safety Plan. Also look over your school personally to determine any other safety issues that may not have been found when the plan was completed. Review this plan possibly with your School Improvement Team, principal or assistant principal and other faculty in order to get a very clear understanding of your physical plant and its needs related to safety. Discuss with administrators and other faculty the culture of your school. Is it what you desire? How might the culture be improved? What actions could or should be taken to improve your school culture that would also improve student performance? After reviewing these areas, construct an action plan to address any matters of importance related to safety and/or the culture in your school. Please do not forget to include any plans for an active shooter or terrorist attack in you plan. You may consult your school system as I am sure they have plans already. However, you will need to look over your school personally.

The rubrics for Standards 3 and 5 will be used to evaluate your product. Be sure to remember this is due prior to the last day of class.

**This must be completed before your can receive your final grade!**



If you are unclear on how to attempt this requirement, please call me.

**TaskStream Requirement for Posting in EDNL 5860**

**Standard 3: Cultural Leadership**

School executives will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to "re-culture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

Electronic Evidence	Evidence Category	EDNL Course
An Analysis of the Teacher Working Conditions Survey and Follow-up Action Plan	# 2	5880
A Problem-focused Stakeholders Engagement Project	# 3	5030
An Evaluation of School Culture and Safety and a Follow-up Action Plan	# 5	5860
A Demographic Profile	# 7	5800

EMERGING	DEVELOPING	PROFICIENT	NOT DEMONSTRATED (comments to be inserted by course professor)
Values a collaborative school culture; understands the implications of teacher efficacy and empowerment; recognizes the role of the SIT in fostering shared decision making; envisions various ways to gauge the perceptions of the working environment; understands the legal requirements associated with the TWCS; and understands the role of parent, family, and community values in	Identifies barriers that impede a high-performing school culture: shares ideas for maximizing teacher empowerment; promotes "reward and recognition" as a symbol of school culture; identifies ways to involve community stakeholders in "culture building" efforts; reviews evidence of teacher and staff well being; and identifies the concerns, values, and interests of parents and other stakeholders.	Builds consensus in efforts to improve school climate; implements a plan for recognizing the achievements of teachers, staff, and stakeholders; distributes leadership roles as a way to strengthen teacher efficacy and empowerment; incorporates TWCS findings when assessing the well being of teachers, staff, and students; and seeks wide stakeholder involvement when planning systemic school change.	

shaping school culture.			
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**Standard 5: Managerial Leadership**

School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

Electronic Evidence	Evidence Category	Course
An Analysis of the Teacher Working Conditions Survey and a Follow-up Action Plan	# 2	5880
An Audit of a School Management Approach to Improve Student Achievement	# 4	5730
An Evaluation of School Culture and Safety and a Follow-up Action Plan	# 5	5860

EMERGING	DEVELOPING	PROFICIENT	NOT DEMONSTRATED (comments required by professional)
Understands laws and policies governing operational and instructional resources; reviews policies that address shared governance in budgeting and managing operational resources; values open communication in matters pertaining to resource management and allocation; is familiar with the roles and responsibilities of human resources personnel; values fairness in implementing laws, policies, and procedures; and understands the relationship between planning, budgeting, and achieving school improvement goals.	Identifies ways to ensure compliance with laws and policies governing resource management; collaborates to improve transparency in the management and allocation of resources; reviews multiple data sources as part of budget development; examines the organizational structure (e.g. grade-levels, committees, teams, etc.) with attention to fair allocation of resources; observes instances of conflict management; and critiques policies for involving the media in information and events of interest to the public.	Incorporates multiple data sources when analyzing resource use and allocation; channels information through the SIT; recommends improvements in areas related to school safety; recommends effective measures to prevent and/or resolve conflict; maximizes teacher empowerment in school operations; recommends organizational changes as a way to improve efficiency; and employs distributive leadership as a way to communicate and monitor policies, procedures, and rules.	

**You are to complete an evaluation of your school culture and safety. Then you are to create a written action plan to submit in Standard 3 Cultural Leadership (See Above) and in Standard 5 Managerial Leadership in TaskStream for EDNL 5860. This must be posted to your Taskstream account. The code to enter is: MSAEE.**

**Class Participation: It is required that you participate each week in the readings, assignments posted, discussion/input sections, and the self-check quizzes for successful completion of this course. Missing two classes will cause your grade to be reduced to a C.**

**Evaluation/Grading:** Assessment will occur weekly so students may see their progress. A rubric is provided each week at the end of the week's assignment information, thus allowing you to chart your progress and see what is needed. Class participation, individual assignments, team projects, and a final exam will comprise your assessment. **Class attendance is mandatory and tardiness is not allowed.**

**Grading:** Grades will be assigned using the University format of A, B, C, etc. Grading will be comprised of the following: Weekly readings, weekly assignments, postings to the Discussion Board, participation and input, self-check quizzes, and a final exam. There are a total of **5000 points** in the course. The rubric for grading is posted in the Course Information Section on Blackboard.

**FROM THE UNIVERSITY CATALOG: IMPORTANT**

**Grading:** It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class. A grade of "B" designates that the graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class.

An accumulation of 3 "C"s makes the student ineligible to continue graduate studies at the University of North Carolina at Pembroke.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at the University.

A grade of "I" (incomplete) is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of

"I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F." In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

A grade of "T" indicates grade pending and may be assigned for thesis research and capstone courses. A grade of "W" indicates that a student officially withdrew from a course. A grade of "W" may be received only once for a specified course, and no more than three "W"s" may be received in a graduate student's program of study (see "Withdrawal Policy" section below).

For grades of A, B, and C, faculty have the option of assigning a plus (+) or minus (-) in addition to the letter grade, but these do not affect the computation of the grade point average (392; 2012-2013 Catalog)

**Point Distribution for Grades:** Below you will find the point distribution for letter grades. As you will note, there is not a "D" category. This complies with the University policy on Grading.

4625-5000	A
3873-4624	B

3473-3872	C
BELOW 3472	F

**Calculation of Final Grade:** The coursework and your final exam will comprise your final grade.

**Grading Scale:** Below you will find the University grading scale:

<b>A</b>	93-100
<b>B</b>	85-92
<b>C</b>	77-84
<b>F</b>	Below 77

**14) Other Information Specific to the Course: The technical requirements for the course are listed below:**

1. Minimum of Firefox 2.0.0.2 (highly recommended) or Netscape 6.0 or Safari (Blackboard has issues with Internet Explorer).
2. Microsoft Word or Microsoft Office Suite
3. Minimum of 56k connection to the Internet, however higher speed access is highly recommended.
4. Adobe Acrobat
5. Access to Blackboard (user id and password)-Will be given to you during your orientation.
6. Technical Support: For Internet access questions, contact your local ISP provider. For course related technical concerns, opportunity will be available to you to post any technical concerns related to the course. **Blackboard support is available from 8-5 Monday-Friday at 910-521-6260. You may call the following number: 1-866-518-3954 for 24 hour Blackboard Support.**

All students will have an orientation to Blackboard prior to beginning an online class via the University located at the Mary Livermore Library.

**The University Writing Center** The University Writing Center, located in D.F. Lowry 308 and available online at [www.uncp.edu/writing](http://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.

**Disability Support Services:** The office of Disability Support Services, located in the D.F. Lowry Building, provides services to students who are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The mission of Disability Support Services is to create an accessible community where people are judged on their ability, not their disability. Disability Support Services strives to provide individuals with the tools by which they can better accomplish their educational goals.

**15) ADA Syllabus Access Statement**

**16) 1.Purpose**

1.1 Federal laws require UNC Pembroke to accommodate students with documented disabilities such as learning, physical, chronic health, psychological, visual or hearing disabilities.

## 17) 2. Policy

2.1 It is the policy of UNC Pembroke to provide a notice for ADA access as required by federal law on all syllabi. The following ADA Access Statement must appear on all course syllabi:

2.1.a. 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: <http://www.uncp.edu/arc>

**Honor Code: Academic Honor Code:** The University of North Carolina at Pembroke has an Academic Honor Code, and copies are available on campus to students. Any work you post will be considered a statement of academic honor and will be an indication that you have not received or given inappropriate assistance in completing the work submitted. Submission of the work required in this course will be considered as an indication that the work is not such that you or others have previously developed and submitted in other courses.

### **Religious Holiday Policy Statement**

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

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

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

**Student Academic Services and Retention Guide:** Please see Course Information for this document that outlines who, what, where, and when services for students are available.

**Acknowledgments:** The professor gratefully acknowledges the following persons or organizations for their support of this course:

Ms. Janine Murphy, Editor of [Education Law in North Carolina](#) and former Assistant Director of the Principals' Executive Program, and presently a Staff Attorney with the North Carolina School Boards Association for her kindness and help with the use of these resources and for providing additional resources authored by her noted later in this course.

Dr. Bradford Sneed, (Deceased) former Associate Vice President, Center for School Leadership Development, University of North Carolina at Chapel Hill for his permission to use his materials.

Professor Laurie L. Mesibov, Professor, School of Government, The University of North Carolina at Chapel Hill, for her support, advice, and class presentation. Professor Mesibov has presented at every law class I have had at UNCP. Appreciation is extended to her for her presentation on February 26, 2013.

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Mr. Richard A. Schwartz, Esq., Schwartz and Shaw, P. L. L. C. for advice, support, materials, and class presentations in 2006, 2007, 2008, 2009, 2010, 2011, 2013, 2014, 2015.

Mr. Brian C. Shaw, Esq., Schwartz and Shaw, P. L. L. C. for use of his presentation at the Principals' Executive Program: 2006 Fall Law Update, November 7, 2006, and his presentation at the 2008 School Law Conference for the North Carolina Council of School Attorneys July 26, 2008, 2009, 2010, 2011 and January 29, 2013.

Mrs. Rachel Hitch, Esq., Schwartz and Shaw, P. L. L. C. for her presentation on Exceptional Children's law in 2009, 2010, 2011, 2013, 2014, and October 22, 2015.

Mr. Nickolas (Nick) Sojka Jr. Esq. Williamson, Dean, Williamson & Sojka for his presentation in 2013, 2014, and 2015.

Ms. Ann Majestic, (Deceased) Tharrington Smith, L. L. P. for permission to use Client Memo: "School Bible Distribution Allowed," December, 1998, and Client Memo: *Wynne V. Town of Great Falls and The Use of Prayers at Board Meetings,* September 2004.

Ms. Allison Brown Schafer, Legal Counsel and Jeff Koweek, Legal Intern, North Carolina School Boards Association for their work: The Permissible Use of Reasonable Force, Seclusion and Restraint in North Carolina Public Schools, October 21, 2005. Also appreciation is expressed for her class presentation.

Ms. Kendra T. Dockery, Assistant Legal Counsel, North Carolina School Boards Association for her work: Duties and Responsibilities of Principals.

Dr. Kathy Sullivan, Department of Public Instruction, Raleigh, NC for use of her PowerPoint presentation related to teacher licensure in North Carolina Public Schools. March 28, 2006 prepared for the NCASA Meeting March 28-30, 2006.

Ms. Leanne Winner, Director of Governmental Relations, North Carolina School Boards Association for use of her materials related to the 2006 Session of the General Assembly of North Carolina.

Ms. Mary N. Watson, Director, Exceptional Children Division, NC Department of Public Instruction. This was part of a presentation given by the Principals' Executive Program and the Department of Public Instruction titled: Educating Children with Disabilities, PEP Coordinator: Janine Murphy, January 24, 2007.

Ms. Donna R. Rascoe, Attorney At Law, Cranfill, Sumner, & Hartzog, LLP, Raleigh, NC. This was part of Ms. Rascoe's Presentation on January 23, 2007 for the Educating Children with Disabilities Conference in Chapel Hill sponsored by PEP/NCDPI. Also appreciation is extended to Ms. Rascoe for her presentation October 20, 2009 at UNCP.

Mr. Harry Wilson, Former Attorney for the State Board of Education for materials he prepared for the NCCOSA conference, July 2007 and permission to share these materials with my students.

Mr. K. Dean Shatley, II, Esq., Attorney with Campbell and Shatley, Asheville, NC for allowing the use of his presentation on Social Networking, given at the NCCOSA conference, July 2007.

Mr. Christopher Campbell, Esq., Attorney with Campbell and Shately, Asheville, NC for allowing the use of his materials presented at the NCCOSA conference, July 2007 and later.

Ms. Beth McCullough, Public Information Officer, Chatham County Schools for her presentation in 2013, 2014 and 2015.

Dr. June Atkinson, State Superintendent of Public Instruction, for her visit and presentation October 11, 2010.

Dr. William Harrison, Chairman, State Board of Education in North Carolina for presentations and support.

Mr. Jonathan Blumberg, Esq. Tharrington Smith LLC, Raleigh, NC for use of his presentation on Probationary Teacher Nonrenewals (used by permission of Mr. Blumberg) July 30, 2010 North Carolina Council of School Attorneys (NCCOSA).

Mr. Robert Tharp, ELS, LLC for his presentation on EVAAS, February 19, 2013.

Dr. Daniel Thomas, ELS, LLC for his presentation on Sample Teacher Behaviors on February 19, 2013.

**Netiquette For the Course:**

You will be expected to treat your classmates as you would like to be treated. You must be respectful at all times. Below you will find some general tips to follow:

1. Please do not use CAPITAL LETTERS in your comments as these are often interpreted as being loud and may show a lack of respect for others.
2. Please try not to be too strong in your online voice as it may appear that you are not supportive of your colleagues and classmates.
3. Please be careful with what you post (however, in Blackboard, you always have the opportunity to remove your post if you feel it could be misunderstood. Often, it is good for everyone to wait a while before you post if you have just read something that raises your ire. It is like responding immediately to an event: Better to wait and cool down before saying something you might regret later. Remember, you will be judged by the way you respond. Kindness and support go a long way in making both your point of view heard, and appreciated. It also helps everyone to obtain a quality experience in this course.
4. Some of the neat ways to express yourself are listed below: (from Essential Elements: Prepare, Design, and Teach Your Online Course: Elbaum, McIntyre, and Smith, Atwood Publishing, 2002.

:) [basic smile]

; ) [wink]

:-P [tongue out]

:-D [big smile]

:-( [frown]

**Appropriate Behaviors:**

When you read or review information from your classmates, please remember to:

- Read objectively for the writer's main points.
- Summarize the writer's key points before responding.
- Identify and control your own barriers to critical thinking.
- Read between the lines for mixed messages.

When you are responding to another classmate, please be sure to consider the following:

- Write about what you like or want, rather than what you don't like or want.
- Use positive words and phrasing.
- Be specific. Use examples.
- Avoid the use of "I" and "you" when you are discussing issues. Talk about "it"—the concern, problem, situation, need.
- Stay on track.
- Recognize the other's point of view.
- Ask questions to clarify. Paraphrase or restate the other's answers to check for understanding.
- Voice your desire to resolve any differences.
- Ask for agreement from others if that's what you want or the situation requires.
- Remember that tone takes the place of body language. Keep your tone positive and helpful.
- Being helpful and considerate of others will help you make your point in a way everyone can support.

**Guidelines for Working in Groups:**

Group work can be very rewarding when everyone gets and stays involved. When one or more persons cease to be a part of the group or do not post or respond for a period of time, the whole group suffers and the resultant work lacks the input from everyone it deserves.

Below you will find some suggestions for working in groups to assure success for everyone:

- Groups depend upon each member to actively participate.
- Group work accomplishes more than just one person's thinking.
- Groups require everyone to participate in discussions, input, and decisions.
- Groups can be very effective learning tools when everyone continues to participate regularly.



- Each member of the group responds quickly and consistently.
- Each member of the group is to be respected by his/her colleagues or classmates.
- Everyone is encouraged to express his/her own thoughts.
- Everyone is able to accept a group/consensus decision.
- When someone is missed, the group leader will seek to find out why in a private manner. This will assure trust and confidentiality for all.

By adhering to these simple suggestions, everyone in a group will have an opportunity to be successful. Success breeds success.

### **Tips for Being a Successful Online Learner:**

Each of us has a different learning style, and those styles affect our experience, whether in a face-to-face classroom or learning online. To help you understand how you'll learn in this course, there are guidelines below for being a successful student in this course.

### **How To Be Successful In This Course**

#### **1. Communicate Regularly**

Consistent and good communication is key. "Participating" in an online course means making comments and thoughtful contributions regularly. Requirements will be listed for you; however, you must communicate with me so I may be sure you understand what is required and are able to continue to work toward success. If you are unsure, contact me immediately. I do not want you to feel lost or unsure of what you are to do. Unless you communicate with me, you may become discouraged and cease to make progress in the course. I want you to be successful!

#### **2. Be Consistent: Be Present Each Week**

Assignments -- online and offline work should take approximately five to ten hours weekly.

At the minimum, log in and post on two different days. The more you log on, the more you will feel connected and engaged with the course and your classmates. The number of other posts will depend on your assignments for the week.

Each week scan through the assignments, see how much volume there is, and estimate how much time it will take. Remember that usually everything takes twice as long as we think. If I don't routinely hear from you or see your presence each week, I'll contact you to see if there's a problem with meeting your participation goals. If you anticipate not being able to complete an assignment by the due date, let me know.

Take it from me, consistent presence and participation will make your learning more important to you and more valuable to everyone else as well.

#### **3. Stay on Track**

To successfully complete this course, you need to participate regularly and complete all assignments over the next fifteen weeks. See the Syllabus for details.

Each week contains several activities, so try to work on the activities throughout the week and not leave them all for the last day. It's best to start early in the week, and try to check in every other day.

Attendance is required on at least two days of the week. Participation is based on posting to the Discussion Board area. Unless you post, you are not present. You must be present in order to successfully complete

the course. Being absent from an online course will create a major barrier. Having taken both online and face-to-face classes, missing an online class is much more problematic, in my opinion.

### **Quality and Quantity**

In this course, quality and quantity are co-equals. You must complete the assignments with quality thinking and posting as well as complete the quantity of assignments required. Postings such as “great”, “I agree”, or “I had not thought of that” will be regarded as insufficient. This is just quantity, not quality.

### **Bibliography of Relevant Readings:**

Black’s Law Dictionary. (Latest edition) St. Paul: West Publishing Co. (Sampson-Livermore Library).

Bolmeier, Edward C. School in the Legal Structure. American School Law Series, Cincinnati: The W. H. Anderson Company, 1968.

Constitution of the United States.

Constitution of North Carolina (Public School Laws of North Carolina).

Dellinger, Anne M. North Carolina School Law: The Principal’s Role. UNC-Chapel Hill: Institute of Government, 1981.

Education Law in North Carolina. (ELNC) Edited by Janine Murphy, Esq. Attorney with the NCSBA. Available via the Sampson-Livermore Library.

Jenkins, Charles R. Selected Legal Aspects of Academic Administrative Leadership: An Orientation for New Academic Administrators. Identifying and Preparing Academic Leaders. San Francisco: Jossey-Bass, 2003-04.

Joyce, Robert. The Law of Employment in North Carolina’s Public Schools. UNC-Chapel Hill: School of Government, 2000.

Mason, Janet. Reporting Child Abuse and Neglect in North Carolina. 2<sup>nd</sup> Edition. UNC-Chapel Hill: School of Government, 2003.

Policies of Selected School Systems.

### **Resources Available on the Internet**

1. <http://www.iog.unc.edu/> Select Publications- Law resources from IOG.
2. <http://shopping.netsuite.com/s.nl/c.433425/sc.7/category.5691/f> School of Government, then to Periodicals and Publications, then School Law Bulletin, at top of page you can see parts of the current issue free.
3. [www.ncasa.net](http://www.ncasa.net) North Carolina Association of School Administrators site.
4. [www.ncsba.org](http://www.ncsba.org) North Carolina School Boards Association site.
5. [www.ncleg.net](http://www.ncleg.net) North Carolina General Assembly website
6. [www.nsba.org](http://www.nsba.org) National School Boards Association site.

7. [www.nassp.org](http://www.nassp.org) National Association of Secondary Principals site.
8. [www.aasa.org](http://www.aasa.org) American Association of School Administrators site.
9. Federal and State sites:  
  
[www.ed.gov](http://www.ed.gov) United States Department of Education  
  
[www.dpi.state.nc.us](http://www.dpi.state.nc.us) North Carolina Department of Public Instruction
10. SEE CHAPTER B.15 No Child Left Behind Act: Web Resources in Education Law in North Carolina (ELNC) available to UNCP students via the Sampson-Livermore Library @ [www.uncp.edu/library](http://www.uncp.edu/library) for resources related to this federal mandate.

### **OTHER RESOURCES FOR RESEARCH**

11. <http://findlaw.com> free service to find cases of importance in the country.
12. <http://www.ncmd.uscourts.gov/> Middle District court cases: Court of Appeals.
13. <http://sbepolicy.dpi.state.nc.us> State Board of Education policy site.
14. To review North Carolina Administrative Code: see [http://ncrules.state.nc.us/ncadministrativ\\_/default.htm](http://ncrules.state.nc.us/ncadministrativ_/default.htm). Select Title 16 NCAC (North Carolina Administrative Code). State Board of Education policies are available.
15. <http://www.wrightslaw.com/> Best database of Exceptional Children's Law and IDEA information. Excellent case law source.
16. <http://www.ilrg.com/> Appears to be a great site for legal exploration. Internet Legal Research Group
17. <http://www.uscourts.gov/> Excellent source for Federal decisions.
18. <http://www.law.cornell.edu/> General Source for Law.
19. <http://www.ldonline.org/> Good site for teachers of Learning Disabled students.
20. <http://www.edlaw.net> Good Special Education site.
21. <http://library.law.unc.edu> UNC law library site.
22. <http://lexisnexis.com> via the Sampson-Livermore Library (select the Academic Universe)



University of North Carolina at Pembroke  
School of Education  
Department of Educational Leadership and Counseling  
Accredited by:  
*National Council for Accreditation of Teacher Education (NCATE)*  
*Council for Accreditation of Counseling and Related Educational Programs (CACREP)*  
Approved by:  
*North Carolina Department of Public Instruction (NCDPI)*  
Fall, 2015

#### Course Information

**Course Prefix & Title:** CNSxxxx *Evidence-Based School Counseling*

**Course Catalog Description:** This course will focus primarily on the selection, implementation, and evaluation of evidence-based interventions and programs that aim to promote student success. The course begins by exploring issues relevant to establishing evidence-based methods, including ways to effectively develop needs surveys and logic models. The remainder of the course will focus on how to deliver evidence-based practices in curriculum and intentional guidance. The course is designed to promote knowledge and skills related to: data collection, program planning, evaluation, and intervention selection and delivery in k-12 settings.

**Credit Hours:** 3

**Course Prerequisite:** Completion of core counseling courses or permission of the program director and instructor.

**Meeting Times:** Asynchronous

**Class Location:** Blackboard

**Instructor Information:**

Jeffrey M. Warren, PhD., LPC, NCC, NCSC, ACS

Office Phone: 910-775-4414

Email: [jeffrey.warren@uncp.edu](mailto:jeffrey.warren@uncp.edu)

Office Locations: 346 Education Center

Office Hours: Monday (9:30am-10:30am), Tuesday (12pm-3pm), Wednesday (12pm-3pm)

**Course Requirements:**

**Textbook & Resources**

Dimmitt, C. L., Carey, J. C., & Hatch, P. A. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

American Psychological Association (2009). *Publication manual of the American Psychological*

*Association* (6<sup>th</sup> ed.). Washington DC: APA

**ACA Code of Ethics available for download:** <http://www.counseling.org/>

**Recommended Readings**

See Appendix B of Dimmitt, Carey, & Hatch (2007)

**UNCP Teacher Education Conceptual Framework:**

*Theme: Preparing professional educators who are committed, collaborative, and competent.*

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest

quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

**Relationship of Course to the Conceptual Framework:**

This specialty course equips students with knowledge of roles, functions, and responsibilities of a professional school counselor aiming to utilize evidence-based practices to promote academic achievement and student success. Specifically, students enrolled in the Professional School Counseling Program learn how to identify, implement and evaluate evidence based practices that impact all students regardless of race, ethnicity, culture or any other characteristic, therefore demonstrating a commitment to public education. Students also solidify competency as practitioners knowledgeable of strategies that impact socio-emotional health and are willing to collaborate with all stakeholders in an effort to effect student success.

**Teacher Education Standards addressed in this course:**

*North Carolina Professional School Counseling Standards*

**Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration**

- School Counselors demonstrate leadership in the school.
- School Counselors advocate for schools and students.
- School Counselors demonstrate high ethical standards.

**Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students**

- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
- School Counselors work collaboratively with the families and significant adults in the lives of students.

**Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program**

- School Counselors align their programs to support student success in the North Carolina Standard Course of Study
- School Counselors understand how their professional knowledge and skills support and enhance student success.
- School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.
- School Counselors develop comprehensive school counseling programs that are relevant to students.

**Standard 4: School Counselors Promote Learning for All Students**

- School Counselors plan their programs for the academic, career, and personal/social development of all students.
- School Counselors use a variety of delivery methods.
- School Counselors use and promote effective listening and communication skills.

**Standard 5: School Counselors Actively Reflect on Their Practice**

- School Counselors function effectively in a complex dynamic environment.

**Attendance Expectations**

You are required to attend all class sessions whether synchronous or asynchronous. If you must miss a class, please notify your instructor by e-mail at least 48 hours in advance. Announcements regarding schedule delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television and posted on the university home page on the Internet but should not have any bearing on your class attendance or participation due to the on-line nature of this course.

### **Technology Expectations**

- a. Access to the Internet with high-speed connection (not dial-up).
- b. Check your UNCP student email account and Blackboard on a daily basis.
- c. Adobe Acrobat Reader for viewing documents.
- d. Microsoft Office or other word processing software capable of creating/opening Word compatible files (.DOC)
- e. **Include your name AND class in closing on every email you send.**

### **Writing Expectations**

Written assignments will be graded for completion, quality, and relevance. Please double space, 12 pt fonts. Any not double spaced, 12 pt fonts will be returned and considered late when resubmitted (this does not apply to discussion posts). Any assignment turned in late will receive NO credit unless prior approval has been granted for extenuating circumstances. Re-do work is due as specified.

All written assignments should be spelled correctly, be grammatically correct, and use standard English. If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP Writing Center in the Dial Building room 131 or call 910.521.6546, or email [writing@uncp.edu](mailto:writing@uncp.edu).

All writing assignments for this class must follow APA reference and citation format unless otherwise specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest the following links for APA assistance:

<http://owl.english.purdue.edu/owl/resource/560/16/>  
<http://www.apastyle.org/faqs.html>

### **CACREP 2009 Standards addressed in this course:**

#### **Course Objectives and Learning Outcomes:**

##### **A. Knowledge - The student will:**

- Acquire an applied knowledge of the National Standards of Practice for professional school counselors, and how they apply to prevention and early interventions (CACREP School Counseling Standards, C.1.b)
- Learn how to conduct needs assessments to improve student outcomes (CACREP School Counseling Standards, C.1.a)
- Learn how to implement and evaluate specific strategies that meet program goals and objectives (CACREP School Counseling Standards, C.1.c)

##### **B. Skills - The student will be able to:**

- Use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes (CACREP School Counseling Standards, C.1.a)
- Implement and evaluate specific strategies that meet program goals and objectives (CACREP School Counseling Standards, C.1.c)

##### **C. Attitudes, Values, and Dispositions - The student will be able to:**

- Value the importance of school counselors role in students academic achievement

D. Diversity - The student will:

- Increase awareness of counselors' selection of counseling approaches (e.g. programs) in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP standard section II 2.d);
- Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling and in program selection and development specifically (CACREP School Counseling Standards, A.8.).

E. Technology - The student will:

Understand the use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program (CACREP Standard Section II 1. C; CACREP School Counseling Standards, C.3. d);

Demonstrate an ability to use internet email through regularly emailing the class instructor with questions or concerns (CACREP Standard Section II 1. C);

Utilize word processing in writing all of their assignments and papers (CACREP Standard Section II 1. C);

Utilize the internet as a source of information in researching projects (CACREP Standard Section II 1. C).

**Teaching Strategies: Course Format:** This course is completely on-line. Components and features from Blackboard including discussion board, chat and Learning Modules may be used to facilitate growth and development in the area of crisis intervention. Case studies, interviews, and podcasts will also be incorporated throughout the course. The on-line format is most conducive to highly motivated students with the ability to remain organized and work independently.

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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.**
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### **Course Assignments:**

#### **1. Research Brief. (20 Points)**

For this assignment, students will identify a current (within 3 years) research article that details an intervention conducted in a school setting. The intervention must focus on increasing student success, well-being, or academic achievement. Students will use this article to write a research brief (see examples). The research brief will be no longer than three pages (not including title page and references). The aim of the research brief is to carefully analyze an intervention, research methodology used, and effectiveness to determine its generalizability and utility. The research brief will include the following sections: Introduction, Method (intervention, research design, participants, measures), Results, and Implications. See rubric for scoring.

#### **2. Attendance and Participation. (50 Points)**

**Attendance:** It is expected that students will attend all classes and will be fully responsible for content covered in class, textbook, readings, and experiential activities. In the event of an unexpected absence, you should contact the instructor **as soon as possible via e-mail**. If you need to leave class early, please inform the instructor prior to class. The instructor reserves the right to lower the final grade of any student who has more than **ONE UNEXPLAINED OR UNSUBSTANTIATED ABSENCE**. Students who have more than **TWO ABSENCES** (regardless of student's reason) will be asked to withdrawal from this course or receive a fail grade for this course.

**Participation:** Participation is essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in class discussions and exercises, and in the small group projects. Be prepared to engage and actively contribute in this class. Read the assigned chapters and do the assigned activities so you can interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is based on your participation in class. Show respect and a positive, supportive attitude toward other



members of the class. Points are earned through participation, which means being in class and actively participating. Lack of participation will result in a lower final grade.

Quality participation includes:

- Active, enthusiastic participation in class discussions and activities
- Preparation and understanding of the assigned readings
- Asking of thoughtful questions
- Responding to other students' comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

### **3. Module Insights and Responses. (80 Points)**

Active participation is essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in class discussions and exercises, and in the small group projects. **Be prepared to engage and actively contribute in this class by completing 4 Module Insights and Responses.** Read the assigned chapters and do the assigned activities so you can interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is based on your participation in class. Show respect and a positive, supportive attitude toward other members of the class. Points are earned through participation (see rubric below), which means being in class and actively participating. Lack of participation will result in a lower final grade. **INSIGHTS AND RESPONSES WILL NOT BE ACCEPTED AFTER THE DUE DATE.**

Quality participation includes:

- Active, enthusiastic participation in class discussions and activities
- Preparation and understanding of the assigned readings
- Asking of thoughtful questions
- Responding to other students' comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

### **4. School Counselor Interview. (75 Points)**

For this assignment, students will interview a school counselor at a local or regional school. During the interview, students will gather information pertaining to the school counseling program's current use of evidence-based practices and use of data to drive programming and services delivered. An 7-9 page paper will be written summarizing findings, highlighting strengths of the program and outlining specific data based-decision making processes utilized and evidence-based practices. Strategies, practices, and resources that could possibly be implemented to address areas of weakness should be presented. Students will provide an overview of the findings and provide strategies for potentially strengthening the program during a 10-15 minute presentation

### **5. Action Research Project. (75 Points)**

Complete a project that will document the impact you have on the academic success of an individual or group of student.

- i. Identify a student or group of students who needs to improve his/her/their academic achievement.
- ii. Provide interventions to improve the academic achievement of the student(s).
  1. Support your interventions with research.
- iii. Submit 2-3 page summary of your project to the instructor. **THE INSTRUCTOR WILL PROVIDE FICTITIOUS OUTCOME DATA/RESULTS.**

- iv. Discuss how your interventions impacted/did not impact students' success in learning to learn (academic achievement).
- v. Provide a 3-4 page summary of the results and address failures/successes, and plans for future intervention implementation, etc.

**6. Final Exam. (100 points)**

This is a comprehensive exam covering all material presented during the course of the semester. Questions may be in the form of short answer, fill-in-the-blank, or multiple choice. Possible exam questions and areas of focus will be discussed prior to the administration of the exam.

<b>Course Requirements/Assignments</b>	<b>Points Possible</b>
Research Brief	20
Attendance and Participation	50
Module Insights and Responses	80
School Counselor Interview	75
Action Research Project	75
Exam	100
<b>Total:</b>	<b>400</b>

<b>Grading Scale</b>	
90 – 100% = A	360 – 400
80 – 89% = B	320 – 359
70 – 79% = C	280 – 319
Below 70% = F	Below 280



University of North Carolina at Pembroke

School of Education

Department of Educational Leadership and Counseling

Accredited by:

National Council for Accreditation of Teacher Education (NCATE)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Approved by:

North Carolina Department of Public Instruction (NCDPI)

Fall, 2015

#### Course Information

**Course Prefix & Title:** CNSxxxx *Addressing the Achievement Gap and Issues of Social Justice*

**Course Catalog Description:** This course provides students with a comprehensive framework for understanding the school counselor's role in addressing the achievement gap and issues related to social justice. The course is designed to promote knowledge and skills that emphasize a social justice approach to comprehensive school counseling practice. Students will learn how to use data to uncover inequities in school practice and policy while developing and implementing interventions and strategies that promote social justice in k-12 schools.

**Credit Hours:** 3

**Course Prerequisite:** Completion of core counseling courses or permission of the program director and instructor.

**Meeting Times:** Asynchronous

**Class Location:** Blackboard

**Instructor Information:**

Jeffrey M. Warren, PhD., LPC, NCC, NCSC, ACS

Office Phone: 910-775-4414

Email: [jeffrey.warren@uncp.edu](mailto:jeffrey.warren@uncp.edu)

Office Locations: 346 Education Center

Office Hours: Monday (9:30am-10:30am), Tuesday (12pm-3pm), Wednesday (12pm-3pm)

**Course Requirements:**

**Textbook & Resources**

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Johnson, R. (2002). *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oaks, CA: Corwin Press.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington DC: APA

**ACA Code of Ethics available for download:** <http://www.counseling.org/>

**Recommended Readings:**

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

Bailey, D., Getch, Y. Q. & Chen-Hayes, S. (2002). Professional school counselors as social and

- academic advocates. In B. T. Erford (Ed.), *Transforming the School Counseling Profession*. Upper Saddle River, NJ: Merrill Prentice-Hall.
- Brannigan, M. (2007). A psychoeducation group model to build academic competence in new middle school students. *Journal for Specialists in Group Work, 32*, 61-70.
- Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling, 7*, 91-98.
- Butler, S. (2003). Helping urban African American high school students to excel academically: The roles of school counselors. *The High School Journal, 87*, 51-57.
- Dahir, C. A., & Stone, C. B. (2003). Accountability: A measure of the impact school counselors have on student achievement. *Professional School Counseling, 6*, 214-222.
- Dimmitt, D. (2003). Transforming school counseling practice through collaboration and the use of data: A study of academic failure in high school. *Professional School Counseling, 6*(5), 340-349.
- Fitch, T. J. & Marshall, J. L. (2004). What counselors do in high-achieving schools: A study on the role of the school counselor. *Professional School Counseling, 7*, 172-177.
- Kaplan, L. S. (1999). Hiring the best school counseling candidates to promote students' achievement. *NASSP Bulletin, 83*, 34-39.
- Kaplan, L. (2000). Maximizing school counselors' effect on student achievement. *The High School Magazine, 5-8*.
- Sink, C. A., & Stroh, H. R. (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling, 6*, 350-364.
- Stanard, R. P., (2003). High school graduation rates in the United States: Implications for the counseling profession. *Journal of Counseling and Development, 81*, 217-221.
- Stone, C., & Clark, M. (2001). School counselors and principals: Partners in support of academic achievement. *National Association of Secondary School Principals Bulletin, 85*, 46-53.
- Ware, W. B., & Galassi, J. P. (2006). Using correlational and prediction data to enhance student achievement in K-12: A practical application for school counselors. *Professional School Counseling, 9*, 344-356.
- Webb, L. D. & Brigman, G. A. (2006). Student success skills: Tools and strategies for improved academic and social outcomes. *Professional School Counseling, 10*, 112-120.

**UNCP Teacher Education Conceptual Framework:**

*Theme: Preparing professional educators who are committed, collaborative, and competent.*

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

**Relationship of Course to the Conceptual Framework:**

This specialty course equips students with knowledge of roles, functions, and responsibilities of a professional school counselor seeking to address issues of disparity and equity among students in public schools. Specifically, students enrolled in the Professional School Counseling Program learn how to utilize tools and skills and are prepared to serve all students regardless of race, ethnicity, culture or any other characteristic, therefore demonstrating a commitment to public education. Students also solidify competency as practitioners knowledgeable of strategies that impact socio-emotional health and are willing to collaborate with all stakeholders in an effort to effect student success.

**Teacher Education Standards addressed in this course:**

*North Carolina Professional School Counseling Standards*

Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

- School Counselors demonstrate leadership in the school.
- School Counselors advocate for schools and students.
- School Counselors demonstrate high ethical standards.

Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students

- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
- School Counselors work collaboratively with the families and significant adults in the lives of students.

Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program

- School Counselors align their programs to support student success in the North Carolina Standard Course of Study
- School Counselors understand how their professional knowledge and skills support and enhance student success.
- School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.
- School Counselors develop comprehensive school counseling programs that are relevant to students.

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### Course Assignments:

#### 1. Philosophy of Education. (20 Points)

Students will write a 1 page philosophy of education statement.

#### 2. Attendance and Participation. (50 Points)

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- Asking of thoughtful questions
- Responding to other students’ comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

#### 3. Module Insights and Responses. (80 Points)

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- Asking of thoughtful questions
- Responding to other students’ comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

#### 4. Academic Achievement Projects. (150 Points)

Select **THREE** of the following



- b. **Classroom Guidance Activities. (50 Points)** Find four classroom guidance units (one unit for each level; K-2, 3-5, 6-8, 9-12) that address academic achievement. Units typically have at least three individual lessons.
- i. Provide a short description of each classroom guidance unit, the ASCA Academic Standards it addresses, the class/setting you would deliver it in, any materials/cost needed to deliver the lesson, and how you would evaluate student learning at each level. Provide copies of the units/lessons.
- c. **Closing the Gap in Eastern NC Schools. (50 Points)** Create four closing the Gap Action Plans.
- i. Select *minority students or students from low SES backgrounds* in Eastern NC public school who are in 9-12 grade. Create a closing the Gap Action plan for each of the following
    1. Improve SAT scores
    2. Improve Standardized Test Scores
    3. Increase Placement in AP classes
    4. Identify Attitudes and Behaviors leading to successful learning
  - ii. Provide a full description of the intervention you are suggesting (i.e. if you suggest an SAT prep course, who will teach it, who much will it cost, when will it be offered, how many students can participate, etc.)
  - iii. Provide research support for the interventions you suggest for the five closing the gap action plans.
- d. **Journal Article Reviews. (50 Points)** Read four of the recommended reading articles.
- i. Provide a 1-2 page critical review of each article. Address some of the following in each of the critiques. A summary of the main findings, arguments, or conclusions of the article / study. What is interesting about this information? Discuss the strengths and usefulness of the article / study. How does the article contribute to the field? Discuss the weaknesses, limitations, problems of the article / study or what could improve the article. Discuss what you learned from the article. Make a final judgment on the value of the article if you recommend it to other students. Comment on the future or implications of the research. Provide the APA citation at the top of each critique. Include an APA style cover page stapled to the front of all critiques.
- e. **Individual Counseling Success Plan. (50 Points)** Develop a success plan for an individual student struggling academically. Write this based upon a student you have encountered either through volunteering at a school or are familiar with as a family member or friend.
- i. Describe the student's academic problems, academic history, any additional behavioral problems and the reason you selected this student.

- ii. School Context – Provide a brief summary of the school environment and your perception regarding how it supports or does not support the academic achievement of this student.
- iii. Provide suggestions for specific interventions to help the student become more successful academically. Provide suggestions for collaboration with parents, teachers, etc., use of outside resources, and school counselor specific interventions. Provide a discussion of the counseling theory you would use with the student. Use ideas from any of the required or recommended texts as well as other sources. Describe what you would do to assist the student improve his/her grades. This should be approx. 5-7 pages. Support your suggested interventions with research.

**5. Final Exam. (100 points)**

This is a comprehensive exam covering all material presented during the course of the semester. Questions may be in the form of short answer, fill-in-the-blank, or multiple choice. Possible exam questions and areas of focus will be discussed prior to the administration of the exam.

Course Requirements/Assignments	Points Possible
Philosophy of Education Statement	20
Attendance and Participation	50
Module Insights and Responses	80
Academic Achievement Project	150
Exam	100
<b>Total:</b>	<b>400</b>

Grading Scale	
90 – 100% = A	360 – 400
80 – 89% = B	320 – 359
70 – 79% = C	280 – 319
Below 70% = F	Below 280

[Return to Adenda](#)

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**Appendix F**

Proposal: Military Student Success Policy  
 From: Enrollment Management Subcommittee  
 Vote: 8-0  
 Date of vote: 2/10/2016

Background for policy change: The UNC General Administration adopted a new policy directive on 1/20/15 entitled Regulations for Military Student Success (UNCP Policy Manual 700.7.1[R]) The directive was brought to the Enrollment Management Subcommittee during its initial meeting in August 2015. At that time we were directed to create UNCP policy changes that would bring us in compliance with the UNC system directive. The policy directive contains many elements beyond the scope of EMS and each part is being addressed by its respective area of jurisdiction (i.e. Financial Aid or the Graduate School). The charge for EMS was to create language surrounding subsections VI.A and VI.C.

## I. Elements that will be put into the catalogue.

### 1. Military incompletes (IM)--

Add the following paragraph under the Grading System (Undergraduate) after the 5<sup>th</sup> paragraph on incompletes. . (pg. 64)

The “IM,” or the military incomplete grade, is assigned for incompletes to students called to active military duty. The “IM” grade is given when students are deployed for active military duty assignments during the semester **and will be unable to complete coursework for the semester through an alternative format.** It is not given to enable a student to do additional work to improve a grade. The “IM” grade can be assigned with instructor approval if deployment occurs after 60% of the course has been completed for the academic term. If deployment occurs after 80% of the course has been completed for the academic term, active duty military students are guaranteed the option of an “IM” if they so choose. The IM grade must be removed within three years of returning from deployment or the grade will convert to a “WM.” See below for more information on the “WM” grade. The “IM” grade will not count toward the determination of quality hours and quality point averages. An “IM” does not fulfill prerequisite requirements. It is the student’s responsibility to request the “IM” grade. Refer to the Registrar’s webpage at [www.uncp.edu/registrar](http://www.uncp.edu/registrar) for more information about applying for the “IM.”

### 2. Military withdrawals (WM)--

Add the following paragraph under the Grading System (Undergraduate) after the 7<sup>th</sup> paragraph on withdrawals. (pg. 64)

The “WM,” or the military withdrawal grade, is assigned for withdrawals of students called to active military duty during the course of a semester. The “WM” grade is given when students are deployed for active military duty assignments during the semester **and will be unable to complete coursework for the semester through an alternative format.** While students who are deployed on active military duty assignments can opt for the “WM” grade at any point during the semester, the “WM” grade will be assigned if deployment occurs before 60% of the course has been completed for the academic term and an alternative format for the course (such as moving to an online section) is not available. When a student receives a “WM” grade, the grade is recorded, but the semester hours attempted are not counted as quality hours. Refer to the Registrar’s webpage at [www.uncp.edu/registrar](http://www.uncp.edu/registrar) for more information about applying for the “WM.”

Add the following under the Adding, Dropping, and Withdrawing from Courses pg. 67

In the first paragraph, add a final sentence...

Students who are dropping a course as result of active military duty assignment should contact the Associate Vice Chancellor for Enrollment for a special course withdrawal form.

Add the following under the Adding, Dropping, and Withdrawing from Courses pg. 68

After the last paragraph, add new paragraph...

Students who are applying for a military withdrawal as a result of active military duty assignment must meet with the Associate Vice Chancellor for Enrollment as soon as possible after receiving orders that will require students to leave campus before the end of the semester. Students will be required to provide a copy of military assignment orders and complete the necessary forms after consulting with the Associate Vice Chancellor for Enrollment about appropriate options under the

circumstances such as the possibility of alternative course work (see [www.uncp.edu/registar](http://www.uncp.edu/registar) about available options under the Military Student Success initiative). Withdrawal under these circumstances will not count toward a student's 15-hour career withdrawal limit. Approved requests receive a grade of WM. In addition, the following conditions apply:

- i. a WM will be recorded on the transcript;
- ii. the course(s) will not count as attempted hours;
- iii. the course(s) will not count in the tuition surcharge calculations;
- iv. the course(s) will not count in GPA calculation;
- v. the course(s) are subject to all Financial Aid rules and calculations
- vi. the course(s) will not count toward SAP rules for academic standing purposes
- vii. if the WM is directly requested and is not the result of a conversion from the IM to a WM, students will be eligible for a refund of tuition for the course(s).

Students denied a request of the grade of WM may appeal to the Provost or designee whose decision will be final.

Add the following paragraph under the Withdrawal from the University pg. 68

Amend the last sentence to read

Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered. A student who stopped attending courses due to active military duty assignment that made completing the withdrawal process impossible before leaving the university should bring their military orders or evidence of active duty assignment to the Associate Vice Chancellor for Enrollment to complete paperwork to revert the grade of "F" to the grade of "WM."

II. Required material on the Registrar's website.

### **Military Student Success Policies**

The University of North Carolina, Pembroke recognizes the unique demands our active duty students may face during the course of a semester. In order to facilitate the successful completion of courses by military students who may be called to active duty during the course of the semester, the university provides several options for students that take into account several elements of a course: the amount of the course completed, the nature of the specific course, and the students' preferences. Each option seeks to mitigate any negative academic consequences that may occur as a result of mid-semester deployments. Should a student be called to active duty during the course of the semester it is the student's responsibility to inform the University as soon as possible in order to develop the best plan of action for military student success. Students who must leave the university during the course of an academic term are provided three possible courses of action. Students are encouraged to assess each course individually in choosing which action to take for each course. Students should consult with the Office of Financial Aid about how their choice will affect future aid.

1. **Alternative course work or format.** Students are encouraged to discuss their deployment with their professors and the department chair to see if there is the possibility to complete the course in an alternative format (such as moving to an online section of the course). This option may not be appropriate for all types of courses, such as courses that require physical activity (P.E. courses) or require supervised work such as a lab. Additionally, such a move may require students to change professors if moving sections or to purchase different course materials that may be utilized in a different section of the course. Students choosing the alternative course work or format option are expected to complete the course on time and meet the deadlines set by the instructor in order to record the grade on time at the end of the term. This option is available at

any point during the semester with approval by the instructor and the Associate Vice Chancellor of Enrollment.

**2. Military withdrawal (WM).** The military withdrawal is a special designation showing that students withdrew from a course because of active deployment. Students are not required to withdraw from all courses if utilizing the military withdrawal during the course of a semester. For instance, it may be the case that a student withdraws from some courses, takes a military incomplete for other courses, and engages in alternative course work for rest of their courses. More information on the military withdrawal can be found in the Course Catalog under **Adding, Dropping, and Withdrawing from Courses** on page 67.

**3. Military incomplete (IM).** The military incomplete is a special designation showing that students have arranged to complete their coursework for a class at a later date as a result of active duty deployment during the course of a semester. Military incompletes differ in several critical ways from a normal incomplete.

- i. The most significant difference is that the IM completion schedule is much longer; military students must complete the course work for the military incomplete within three years of return from deployment. It is the student’s responsibility to provide the university with an estimated date of return from deployment and to inform the University of any changes to the date of return.
- ii. If students with the grade of IM do not complete their course work within three years of the recorded date of return from deployment, course grade will change to a WM. WM grades that are a result of incompleting an IM grade are not eligible for tuition reimbursement.
- iii. If 80% or more of a course is completed before the student leaves on active duty assignment, students are guaranteed the option of taking a military incomplete in the course. Students must complete the steps listed below in order to have the incomplete on record with the university.
- iv. Students who have completed less than 80% of a course but more than 60% of a course before the student leaves on active duty assignment may be eligible to take a military incomplete. Because the skills and requirements of each course are unique, the university requires that students consult with the Assistant Vice Chancellor of Enrollment and gain approval from the instructor in order to take an incomplete during this period of time. Generally, the IM is not available before a student has completed 60% of a course.

The chart below is provided to help students better understand their options as a result of mid-term active duty assignment.

	Alternative course work or format (i.e. move to an online section)	Military withdrawal	Military incomplete
Less than 60% of course work is complete	If available	Yes	<b>Not available</b>
60% to 79% of course work is completed	If available	Yes	Depends on course. Decision will be made in consultation with the Assistant Vice Chancellor of Student Enrollment and the instructor
80% of the course work is completed or more	If available	Yes	Yes

**Process for Military Students Called to Active Duty Mid-term**

**1. Contact the Associate Vice Chancellor of Enrollment’s Office.** Students called to active duty or an official from the Department of Defense must contact the Office of the Associate

Vice Chancellor of Enrollment to notify the University of an active duty engagement. Students or a Department of Defense official should provide the office with a copy of the student's orders as well as an estimated date of return. The Associate Vice Chancellor of Enrollment will notify faculty of the deployment and inform the instructor and chair of what actions need to be taken.

**2. Decide on actions for each class.** Students should discuss the options for alternative format, military incompletes, and military withdrawal with their instructor. Any agreement that is reached with the instructor must comply with the available options at the point of the semester in which the student deploys. The agreement between the student and the instructor should be recorded on the Military Deployment Agreement Form and turned into the Associate Vice Chancellor for Enrollment. Any questions or difficulties with this process should be referred back to the Associate Vice Chancellor for Enrollment.

**3. Recordkeeping.** The Associate Vice Chancellor of Enrollment will have 5 business days to inform the student's professors of the formal decision agreed to in each course. A copy of all completed documents will also be sent to the dean of the college for the course and the chair of the department in cases of military incompletes. Military Deployment Agreement Forms will be kept on file at the Office of Enrollment for ten years or until coursework is completed, whichever comes first.

**4. Updating the University regarding any changes to schedule.** It is the student's responsibility to notify the Associate Vice Chancellor of Enrollment of any changes to their orders including changes to departure date and estimated date of return. If such changes will have an impact on the student's ability to fulfill their obligations under an IM or with alternative coursework, it is the student's responsibility to discuss these issues with their professors as soon as possible.

### **Regulations for Military Student Success**

The UNC Policy Manual  
700.7.1[R]  
Adopted 01/20/15

### **Regulations for Military Student Success**

This regulation provides a framework for the constituent institutions of the University of North Carolina to develop and maintain a comprehensive network of services for military-affiliated students seeking to meet their educational goals. This regulation implements the requirements of UNC Policy Manual, Section 700.7.1 and intends to promote the general welfare of service members, veterans, spouses, and dependent family members at the constituent institutions.

- I. Admission of Active Duty Service Members and Veterans. For purposes of undergraduate admission, all persons having completed a minimum of three years of active duty service<sup>1</sup> will be considered transfer students in the admissions process pursuant to UNC Policy Manual, Section 700.1.1.2[R], with the branch of service functioning as the institution of transfer. Applicants in this profile shall be required to submit the high school transcript or GED, college transcript(s) (if applicable) and relevant military transcript for evaluation.
  - A. For applicants who have completed a minimum of three years of active duty service, but do not meet the campus specific transfer admission requirements, constituent institutions are encouraged to develop academic contracts<sup>2</sup> to assure admission for a future term. Upon successful completion<sup>3</sup> of college-level courses required for admission as outlined in the academic contract, these students will be admitted subject to campus safety policies and procedures.<sup>4</sup>
  - B. Application Fees for Active Duty Service Members. Campuses are encouraged to waive the admissions application fee for all service members if they are in an active duty status at the time of application.

II. Data Collection and Reporting on Military-Affiliated Students. Consistent with the recommendations contained in the *UNC SERVES April 2010 Report to the President* and the intent of the President of the United States' Executive Order 13607, "Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members" issued April 27, 2012, University of North Carolina constituent institutions shall establish a section in their undergraduate and graduate admissions application entitled, "Military Status for Financial Aid and Residency Determination."<sup>5</sup>

The General Administration will work with the constituent institutions to create space in the Student Data File for the information and develop an annual report of this information.

Campuses must develop appropriate protocols to assure the security of all information related to status of active-duty students and students eligible to be activated.

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<sup>1</sup> Years of service should be calculated on a calendar years basis from date of enlistment to present (if still enlisted) or exit date (if discharged or retired). Student should provide proof of enlistment and exit date (if discharged or retired) by submitting one of the following:

- Most recent Leave and Earnings Statement (enlisted)
- DD214 (discharged or retired)

<sup>2</sup> See UNC Policy Manual, Section 700.7.1[G].

<sup>3</sup> A minimum GPA of no less than 2.0 defines "successful," but does not guarantee admissions.

<sup>4</sup> Required checks for campus safety will be performed.

<sup>5</sup> The questions posed in this section are detailed in UNC Policy Manual, Section 700.7.1[G].

### III. Residency Status for Military-Affiliated Students.

- A. Campuses shall clearly articulate the process for military-affiliated students to establish residency. All campus processes shall comply with State law and the North Carolina State Residence Classification Manual. The procedures shall be publicized as part of both undergraduate and graduate recruitment and admissions. Campuses shall publicly publish a clearly articulated appeals process that includes the rights and responsibilities of the student as outlined in the North Carolina State Residence Classification Manual (section V. Procedures, subsection D. Student Appeals to Residence Appeals Board).
- B. Campuses shall train the appropriate staff to provide accurate and adequate information on these issues to military-affiliated students. Professional advisors and faculty should be alerted to the continuous enrollment provisions in order to assist military-affiliated students in making the best decisions about their academic program choices.

### IV. Campus Support Structures for Military-Affiliated Students

- A. Campus-Based Military Affairs Committee. Campuses are encouraged to create a Military Affairs Committee to assist military-affiliated students in successfully transitioning to and succeeding in the educational environment.<sup>6</sup>
- B. Financial Support
1. Tuition, fees, books. UNC campuses shall create policies that guarantee that undergraduate and graduate military-affiliated students using United States Veterans Administration (VA) educational benefits are held harmless from VA processing delays that prevent timely payment of their educational benefits. These policies shall include provisions:
    - a. Granting forgiveness of late payment fees on students whose VA educational benefits are delayed; and
    - b. Maintaining students' course registrations until such delayed payments are received.

Campuses are encouraged to develop a policy providing undergraduate and graduate students using GI Bill benefits with "bridge loans," payment plans, tuition deferments, vouchers or some combination of these items to cover tuition, fees, housing, books, and other expenses related directly to university life as defined by campus policy until payment is received from the VA.
  2. Scholarships and grants. UNC campus development offices are encouraged to create, fund, and maintain scholarships and grants for undergraduate and graduate military-affiliated students.
  3. Campus employment. UNC campuses are encouraged to recruit veterans, when appropriate, for on-campus VA work study.
- C. Faculty and Staff Support Training. Campuses are encouraged to provide and/or make available support for faculty and staff training on issues military-affiliated students encounter. This training should conform to best practices guidelines.<sup>7</sup>
- D. Campus Organizations and Communication. Campuses are encouraged to support Student Veteran Organizations and/or other Military-Affiliated Student Organizations. The student organization advisor is encouraged to communicate updates on veterans and military affairs on campus as well as topics and announcements related to any military-affiliated student groups.

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<sup>6</sup> See UNC Policy Manual, Section 700.7.1[G].

<sup>7</sup> See UNC Policy Manual, Section 700.7.1[G]



E. Academic Support

1. Orientation/transition seminar. To the extent practicable, campuses shall provide break-out sessions focused on military-affiliated students as part of their regular orientation programs. When possible, the resources of this session should be made available online. Campuses offering a credit-bearing introduction to the university course should consider providing a section or sections exclusively for military-affiliated students.
2. Priority enrollment. When possible, campuses should recognize the scheduling challenges and the limitations on the benefits of active duty students using Armed Forces Tuition Assistance (TA), as well as those students who are released from active duty for a specific amount of time to attend college through a military degree completion program, and provide such students with priority enrollment.
3. Academic Assistance. Campuses shall evaluate, review, adapt, and monitor academic assistance, including mentoring and tutoring, to its military-affiliated students. Reports of challenges and successes should be made to the campus Military Affairs Committee.
4. Military Science courses and tuition surcharge. Campuses should refer to the tuition surcharge exception list that is part of UNC Policy 100.1.5[G].
5. Service cords. Campuses are encouraged to provide service cords for graduating student veterans, active-duty, members of the National Guard, and reservists. Campuses shall communicate to these students a process for acquisition of the cord. These cords shall be provided free of charge, when possible. Campuses shall consider officially recognizing these graduates in the printed program and/or during the ceremony.

V. Military Learning and Academic Credit

A. General Principles. The University of North Carolina seeks to maximize and make consistent the transfer of credit from the military to UNC campuses. The following general principles will apply:

1. If a campus determines that military learning is equivalent to academic credit then that credit shall be applied consistently to all students who have acquired the same military learning.
2. Campuses shall establish equivalence mapping for courses frequently seen on military transcripts (Joint Services Transcript and Community College of the Air Force transcripts) and, if applicable, for credit by exam (CLEP, DSST, and Defense Language Institute exams) to assure students receive consistent and fair transfer of credit.<sup>8</sup>
3. Campuses shall publish these equivalencies online in a manner accessible to military-affiliated students.
4. Campuses shall establish and publish a process for active duty military, reservists, and veterans to receive credit for or a waiver of the general education health and/or physical education requirements based on military recruit training.
5. Campuses are encouraged to train admissions counselors, registrars, academic advisors, department chairs or heads, and deans in military credit transferability.<sup>9</sup>
6. Campuses shall exempt transfer credits resulting from military learning from the tuition surcharge calculation.

B. Language Requirements. Campuses shall accept foreign language coursework completed through the Defense Language Institute Foreign Language Center (DLIFLC) as transfer credit.<sup>10</sup>

<sup>8</sup>See UNC Policy Manual, Section 700.7.1[G].

<sup>9</sup>See UNC Policy Manual, Section 700.7.1[G].

Campuses are encouraged to establish a process for students to demonstrate proficiency and, potentially, to waive campus language requirements for other foreign language skill development outside of DLIFLC. Examples include: CLEP credit, Defense Language Proficiency exams, continuing education mission specific language training, etc.

- C. Military Learning. Campuses shall evaluate the military transcript to determine if any military learning applies toward a program of study. The American Council on Education (ACE) credit equivalency recommendations serve as the standard reference work for recognizing learning acquired in the military. Nothing in this policy prevents constituent institutions from evaluating military learning independent of the ACE evaluation. Credit shall be awarded in a consistent manner and a schedule of such awards should be developed, published, and updated regularly.
- D. College-Level Examination Program (CLEP). Campuses awarding academic credit for CLEP shall establish and publish a chart with the minimum allowable score (no lower than 50) and the credit/course equivalences.
- E. DANTES Standardized Subject Tests (DSST). Campuses awarding academic credit for DSST exams shall establish and publish a chart with the minimum allowable score and the credit/course equivalencies.

#### VI. Service Member Call to Duty

- A. Military Withdrawal. Students called to active duty (and/or their spouses and dependents) may need to withdraw from coursework during the course of a semester.

As stated in UNC Policy Manual, Section 400.1.5[R], students are expected to complete all the courses for which they are registered at the close of the Course Adjustment Period *unless* withdrawal is permitted due to extenuating circumstances or military service.

Campuses shall develop policies that permit an undergraduate or graduate student to withdraw from a course or courses at any time and without academic penalty due to their military service.<sup>11</sup> Campuses may extend some or all components of this policy to apply to the spouse or child of a person called to active duty if they demonstrate sufficient cause for consideration due to changed circumstances<sup>12</sup>. These policies must:

1. Be published in the appropriate sections of the university catalogue and website;
  2. Describe the process by which the student (or an appropriate officer of the Armed Forces or official of the DOD) gives advance written or verbal notice of call to duty to the designated campus body or official;<sup>13</sup> and
  3. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service.
- B. Refund of Tuition, Fees, and Other Expenses. Enrolled undergraduate and graduate students called to active duty during the semester and who complete a military withdrawal from

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<sup>10</sup>The DLIFLC is a regionally accredited higher education institution. In terms of transfer, courses completed through this institution should be evaluated and academic credit awarded under the same criteria as any other regionally accredited college or university.

<sup>11</sup>See UNC Policy Manual, Section 700.7.1[G].

<sup>12</sup>Campuses may choose to process family requests under the extenuating circumstances provision of their policies, as outlined in the UNC Policy Manual, Section 400.1.5[R]. Alternatively, campuses may choose to process family requests under documentation and review requirements set up for persons called to active duty.

<sup>13</sup>No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

their course(s) shall be afforded special consideration with regard to refunds of tuition, fees, and other expenses. Campuses shall develop policies that direct:

1. All tuition and fee charges to be waived with:
  - a. Personal payments refunded,
  - b. Financial aid adjusted as required by law,
  - c. Financial aid refunds paid by student, if appropriate;
2. A full refund for textbooks purchased through the university bookstore for the semester in progress is available by presenting the textbooks, the receipt, and a copy of the applicable military orders;<sup>14</sup>
3. A per-diem refund of room rent in a campus residence facility will be issued based on the student's official check-out date;<sup>15</sup>
4. Board fees will be prorated from the opening date of the dining hall for the term;
5. Unpaid account balances will be subject to a payment plan formulated with the student; and
6. No collection actions will occur during a deployment.

C. Academic Credit

1. Campuses must have a separate transcript notation appropriate for students who withdraw for active or reserve military service. Such withdrawals will not count in the calculation of the GPA or tuition surcharge.
2. Campuses shall develop policies that permit a student called to active duty, as circumstances are presented, either to:
  - a. Receive the "I," or incomplete, grade and adjust the date for resolving the incompletes accordingly, including in a post-deployment return to the university and for students who do not return to the university within three years post-deployment<sup>16</sup>, any "I" assigned for a call to duty should convert to a military withdrawal;<sup>17</sup> or
  - b. complete the coursework, when possible, online, by testing out early, or through an academic contract with the faculty member(s)<sup>18</sup>

D. Deferral of Enrollment. Campuses will allow admitted undergraduate and graduate students to defer admission if they are called to active duty before the start of a term. Campuses should consider, in cases of a national emergency or crisis, allowing a deferral of enrollment for students who enlist in the United States Armed Forces prior to enrolling. Campuses shall:

1. Describe the process by which the student (or an appropriate officer of the Armed Forces or official of the DOD) gives advance written or verbal notice of call to duty to the designated campus body or official;<sup>19</sup>

<sup>14</sup> Campuses with a rental program should consider a refund or a pro-rating of the rental fee.

<sup>15</sup> If the student is receiving a BAH benefit from the VA for housing, they are entitled to keep all funds through their last date of attendance (as certified on campus). Any funds received after the last date of attendance become a student debt.

<sup>16</sup> A student upon the completion of a period of service in the uniformed services, notifies the institution of the intent to return no later than three years after the completion of the period of service. HEA Sec. 484C (c)(4)(A) through (c)(4)(C).

<sup>17</sup> There will be no refund of tuition, fees, or books in this case.

<sup>18</sup> For courses completed, policies on refunds will be adjusted accordingly.

2. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service;
  3. Publish the details of the process in the appropriate sections of the university catalogue and website;
    4. Include provision for a full refund on all deposits paid by the student; and
    5. Clarify the notification process of all relevant offices on campus.
- E. Military Leave of Absence for Graduate Students. Campuses shall develop policies permitting graduate students called to duty to take a military leave of absence from their program of study. These policies should:
1. Be published in the appropriate sections of the university catalogue and website;
  2. Describe the process by which the student (or an appropriate officer of the Armed Forces or official of the DOD) gives advance written or verbal notice of call to duty to the designated campus body or official;<sup>20</sup>
  3. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service;
  4. Describe the process of resumption of study;
  5. Establish the process for adjustment of any time clocks for degree completion; and
  6. Describe a process that recertifies the currency of all graduate degree requirements that may be beyond allowed time limits, including review in the case of required repetition of course work that might be outdated.
- F. Readmission to the University. All campuses shall readmit undergraduate and graduate students who were called to active duty. Campuses shall:
1. Readmit students who were in good academic standing at the time of their call to duty and seek readmission no later than three years after the completion of the period of service;<sup>21</sup>
  2. Waive any new application process or fees;<sup>22</sup>
  3. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service;
  4. Adjust the registration window for students to allow for early registration, if possible;
  5. Clarify variations in regulations for readmission for students:
    - a. Who were on academic probation or suspension

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<sup>19</sup> No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

<sup>20</sup> No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

<sup>21</sup> A student hospitalized or convalescing from an illness or injury during the performance of service shall notify the institution of the intent to return no later than two years after the end of recovery. A student who fails to apply for readmission within the period described shall not automatically forfeit such eligibility for readmission to the institution of higher education, but shall be subject to the institution's established leave of absence policy and general practices. (HEA Sec. 484C (c)(4)(A)through (c)(4)(C)).

<sup>22</sup> Required checks for campus safety will be performed. Campuses will incur the fee.

- b. Who were away longer than three calendar years following completion of service; and
  6. Indicate a process for reinstatement to a specific undergraduate program of study.
- F. Scholarship Status. When possible and depending on availability of funds, undergraduate and graduate students receiving university scholarships at the time of their call to duty should be able to receive the remainder of the scholarship upon their return. Campuses shall develop policies related to the impact of call to duty on the scholarships they award. These policies must:
  1. Include provisions to notify students about the status of their scholarships at the time of a military withdrawal or leave of absence; and
  2. Describe the rules related to reinstatement of scholarships and the process to initiate reinstatement when possible.
- G. National Guard and Reserves
  1. Campuses are encouraged to accommodate students who are required to participate in weekly or monthly meetings, weekend drills, annual trainings, military schooling or other training or official military events as members of the National Guard or Reserves.
  2. Students should be advised to inform their course instructors that they are members of the National Guard or Reserves and to avoid registering for courses that will significantly and substantially impact their academic learning by missing more than one-third (1/3) of the class meetings.
  3. If a student seeks to be excused from class for Guard or Reserve duty, he/she is encouraged to provide a copy of orders or a letter from the unit command to the course instructor and inquire about making up missed course work. The course instructor is encouraged to permit the student a reasonable amount of time to make up missed assignments. Whether or not students are allowed to make up missed assignments or tests relies upon faculty discretion.

[Return to Agenda](#)

**END**