

Minutes (Approved April 7, 2016)
Subcommittee on Curriculum
Thursday, March 3, 2016
3:30 PM Room 213 University Center

Members Present: Victor Bahhouth (S&BS to 2016), Chiuchu (Melody) Chuang (EDUC to 2016), Jaime Martinez, Chair (LETT to 2016), Emily Neff-Sharum (S&BS to 2017), Elizabeth Normandy (VC of AA Designee), José Rivera, Secretary (ARTS to 2016), Maria Santisteban (NS&M to 2016), Lourdes Silva (Registrar), Roland Stout (NS&M to 2017), Emily Tobey (LETT to 2017), Joseph Van Hassel (ARTS to 2017), Marian Wooten (EDUC to 2017)

Members Absent: Brian Edwards (SGA Secretary), (SGA Vacancy)

Guests: Polina Chemishinova (English Theater & Foreign Languages), Daren Nelson (Geology & Geography), James Doyle (Management, Marketing & Int. Business), Teagan Decker (Honors College), Ann Horton-Lopez (Art), David Nikkel (Philosophy and Religion), Jason Hutchens (Mass Communication), Craig Shoulders (Accounting and Finance), Rebekah Hazlett (Social Work)

1. Call to Order 3:31 p.m.

2. Adoption of Agenda with corrections by acclamation

3. Approval of Minutes of February 4, 2016 by acclamation (see Appendix A)

4. Proposals from the Department of Philosophy and Religion (see pp. 4-6 and Appendix B)

4.1 Course Proposal: Create REL 4270 Sects, "Cults," and New Religions

4.2 Program Proposal: Add REL 4270 to list of options and clarify course requirements & GPA calculation for the B.A. in Philosophy and Religion

4.3 Program Proposal: Delete HST/HSTS elective options from Minor in Jewish Studies

4.1-4.3 approved 12-0-0

4.1 will be forwarded to Academic Affairs Committee for their vote

4.2 and 4.3 will be forwarded to Academic Affairs Committee and Senate for their vote

5. Proposal from the Department of Mass Communication (see p. 7)

5.1 Course Proposal: revise prerequisite for PRE 4070 Public Relations Media

5.1 approved 12-0-0

5.1 proposals will be forwarded to Chairs of Academic Affairs and Senate for their signatures

6. Proposal from the Department of English, Theatre, and Foreign Languages (see pp. 8-9)

6.1 Program Proposal: Create two tracks within the B.A. in English (Literary Studies and Professional Writing), remove SPE 2000 from core program requirements, and add ENGS 4xxx to elective options

6.1 approved 12-0-0

6.1 .proposal will be forwarded to Academic Affairs Committee and Senate for their vote

- 48 **7. Proposals from the Honors College** (see pp. 10-11)
- 49 **7.1 Course Proposal:** Revise the course title and description of HON 2510
- 50 **7.2 Course Proposal:** Revise description of HON 2750
- 51
- 52 7.1 will be returned to the department for revision. (This will affect general education proposal HON
- 53 2510)
- 54
- 55 7.2 approved 12-0-0
- 56 7.2 proposal will be forwarded to the chairs of the Academic Affairs and Senate For signatures only.
- 57
- 58 **8. Proposals from the Department of History** (see pp. 12-14)
- 59 **8.1 Program Proposal:** add elective options to distribution areas for B.A. in History
- 60 **8.2 Program Proposal:** remove 2 credits of general university electives from B.A. in History with Social
- 61 Studies Education, reducing total number of hours to degree from 128 to 126
- 62
- 63 8.1-8.2 approved 12-0-0
- 64 8.1-8.2 will be forwarded to the Academic Affairs Committee and Senate for their vote
- 65
- 66 **9. Proposals from the Department of Accounting and Finance** (see p. 15)
- 67 **9.1 Program Proposal:** add PHI 2040 to requirements for B.A. in Accounting
- 68 **9.2 Program Proposal:** move ACC 4130 and BLAW 3180 from General Business Requirement to
- 69 Accounting Requirements in program description
- 70
- 71 9.1 -9.2 approved 12-0-0
- 72 9.1 will be forwarded of the Academic Affairs Committee and Senate for their vote
- 73 9.2 will be forwarded to the chairs of the Academic Affairs and Senate for their signatures
- 74
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- 76 **10. Proposal from the Department of Management, Marketing, and International Business** (see p. 16
- 77 and Appendix C)
- 78 **10.1 Course Proposal:** Create MKT 4400 Social Media Marketing
- 79
- 80 10.1 approved 12-0-0
- 81 10.1 will be forwarded to the Academic Affairs Committee for their vote
- 82
- 83 **11. Proposals from the Department of Geology and Geography** (see pp. 17-18)
- 84 **11.1 Program Proposal:** create interdisciplinary Minor in Sustainability out of existing courses
- 85
- 86 11.1 proposal will be returned to the department so that they can determine a way to incorporate the
- 87 seminar requirement into our degree audit system
- 88
- 89 **12. Proposals from the Department of Political Science and Public Administration** (see pp. 19-32)
- 90 **12.1 Course Proposal:** change course number and prerequisites for PAD 2100 (becomes PAD 3100)
- 91 **12.2 Course Proposal:** change course number and prerequisites for PAD 2190 (becomes PAD 3190)
- 92 **12.3 Course Proposal:** revise title, description, and prerequisite for PLS 2010; cross-list with PAD 2010
- 93 **12.4 Course Proposal:** revise title, description, and prerequisite for PAD 2010; cross-list with PLS 2010
- 94 **12.5 Course Proposal:** remove prerequisites for PLS 2150

- 95 **12.6 Course Proposal:** delete PAD 1000, 2330; PLS 2020, 2130, 3020, 3930, 4520
- 96 **12.7 Course Proposal:** revise prerequisites for PLS 3010, 3040, and 3060
- 97 **12.8 Course Proposal:** revise prerequisites for PLS 3600
- 98 **12.9 Course Proposal:** revise prerequisites for PAD 3440
- 99 **12.10 Course Proposal:** revise prerequisites for PAD 3600
- 100 **12.11 Course Proposal:** revise prerequisites for PAD 3640
- 101 **12.12 Course Proposal:** revise prerequisites for PAD 3980 and 3990
- 102 **12.13 Course Proposal:** revise prerequisites for PAD 4530, disconnect from PAD 5510, and link to PAD
- 103 5000 (pending approval from Graduate Council)
- 104 **12.14 Course Proposal:** revise prerequisites for undergraduate sections of PAD 4550/5550 and
- 105 4770/5770
- 106 **12.15 Course Proposal:** revise title of PLS 4510
- 107 **12.16 Program Proposal:** revise options in Core, International Studies track, and Public Policy and
- 108 Administration track for B.S. in Political Science
- 109 **12.17 Program Proposal:** revise Academic Concentration in Political Science
- 110 **12.18 Program Proposal:** revise Minor in Political Science
- 111 **12.19 Program Proposal:** revise Minor in Public Administration
- 112
- 113 12.1-12.19 approved 12-0-0
- 114 12.1-12.15 will be forwarded to the chairs of the Academic Affairs and Senate for signatures only
- 115 12.16-12.19 will be forwarded to the Academic Affairs Committee and Senate for their vote
- 116
- 117 **13. Proposals from the Department of Art** (see pp. 33-37)
- 118 **13.1 Course Proposal:** delete ART 4070 and 4080
- 119 **13.2 Course Proposal:** revise prerequisites for ART 4000
- 120 **13.3 Program Proposal:** remove references to nonexistent courses from description of Minor in Art
- 121 History
- 122 **13.4 Program Proposal:** revise B.A. in Art to create two tracks (Studio Art and K-12 Licensure)
- 123 **13.5 Program Proposal:** delete B.A. in Art Education degree program
- 124
- 125 13.1-13.5 approved 12-0-0
- 126 13.1-13.3 will be forwarded to the chairs of the Academic Affairs and Senate for their signature
- 127 13.4-13.5 will be forwarded to the Academic Affairs Committee and Senate for their vote
- 128
- 129 **14. Proposals from the Department of Social Work** (see pp. 38-56 and Appendix D)
- 130 **14.1 Course Proposal:** revise course description for SWK 2000
- 131 **14.2 Course Proposal:** revise course description and prerequisites for SWK 2450
- 132 **14.3 Course Proposal:** revise course description and prerequisites for SWK 3450
- 133 **14.4 Course Proposal:** revise course description and prerequisites for SWK 3480
- 134 **14.5 Course Proposal:** revise course description and prerequisites for SWK 3800
- 135 **14.6 Course Proposal:** revise course description and prerequisites for SWK 3850
- 136 **14.7 Course Proposal:** revise course description and prerequisites for SWK 3910
- 137 **14.8 Course Proposal:** revise course description and prerequisites for SWK 4450
- 138 **14.9 Course Proposal:** revise prerequisites for SWK 4800
- 139 **14.10 Course Proposal:** revise prerequisites for SWK 4900
- 140 **14.11 Course Proposal:** revise prerequisites for SWK 4910
- 141 **14.12 Course Proposal:** create SWK 5010: Foundation Field I External Supervision

- 142 **14.13 Course Proposal:** create SWK 5020: Foundation Field II External Supervision
143 **14.14 Course Proposal:** create SWK 5030: Concentration Field I External Supervision
144 **14.15 Course Proposal:** create SWK 5040: Concentration Field II External Supervision
145 **14.16 Course Proposal:** create SWK 6700: Integrated Health Policy and Services
146 **14.17 Course Proposal:** create SWK 6800: International Social Work and Social Development
147 **14.18 Program Proposal:** expand elective options for Minor in Social Welfare
148 **14.19 Program Proposal:** add SWK 5010, 5020, 5030, 5040, 6700, and 6800 to elective options for
149 Master of Social Work
150 **14.20 Program Proposal:** add SWK 5030, 5040, 6700, and 6800 to elective options for Master of Social
151 Work—Advanced Standing
152
153 14.1-14.20 approved 12-0-0
154 14.1-14.11 will be forwarded to the chairs of the Academic Affairs and Senate for signatures only
155 14.12-14.17 will be forwarded to the Academic Affairs Committee for their vote
156 14.18-14.20 will be forwarded to the Academic Affairs Committee on and Senate for their vote
157
158 **15. Unfinished Business**
159 15.1 Report from University Registrar (No report-Register is gather additional information before making
160 recommendations)
161
162 **16. New Business- None**
163 **17. Announcements**
164 **18. Adjournment at 4:46 p.m.**
165

166 **4. Proposals from the Department of Philosophy and Religion**

167 **4.1 Course Proposal:** Create REL 4270 Sects, “Cults,” and New Religions

168 **Rationale:** A complete curriculum in Religious Studies today should include a course on new religions.
169 Our offering of such a course this Spring Semester under Special Studies in Religion has proven to be
170 quite popular.

171

172 Dept vote: 4 for; 0 against; 0 abstain

173 Affect others: No

174 Cross-Listing: No

175 Additional Resources: No

176 Affects Articulation Agreement: No

177 Affects Degree Pathway: No

178 Affects CAA Degree Plan: No

179

180 COURSE DESCRIPTIONS:

181 REL 4270 Sects, “Cults,” and New Religions

182 Hours: 3

183 Prerequisites: none

184 Required: no

185 **New** Course description: An overview of the new religions that have originated in North America and the
186 world in the last two centuries. The class will study the origins, history, beliefs, and practices of these
187 different religious groups, as well as well as their impact on the world today.

188 Course title: Sects, “Cults,” & New Relig

189 Code: LEC

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191 Syllabus: See Appendix B

192

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195 **4.2 Program Proposal:** Add REL 4270 to list of options in “World Religions” distribution requirement for
196 the B.A. in Philosophy and Religion. Also clarify course requirements & GPA calculation within the major.

197 **Rationale:** The proposal makes explicit the interpretation of Major Course Requirements that we
198 intended and are using. Also, a new course, if approved, will be added under the World Religions
199 distributional area.

200

201 Dept vote: 4 for; 0 against; 0 abstain

202 Affect others: No

203 New Courses:Yes

204 Additional Resources: No

205 Affects Degree Pathway: No

206 Affects CAA Degree Plan: No

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208 Catalog Entry:

209 **BACHELOR OF ARTS IN PHILOSOPHY AND RELIGION**

Requirements for a Bachelor of Arts Degree in Philosophy and Religion	Sem. Hrs.
Freshman Seminar	1
General Education Requirement*	44

<p>Courses for the Major:</p> <p>Required Courses (9 hours): PHI 1000; REL 1300; PHI 1010</p> <p>Courses from the Core Philosophy and Religion Curriculum (21 hours)</p> <p>At least 15 of these 21 hours must be at the 3000 or 4000 level</p> <p>At least four of these areas must be represented:</p> <p>General: PHI 1200, PHI/REL 1020, REL 1050, 1060, 1080, 1220, 1430</p> <p>History of Philosophy: PHI 2110, 3080, 3090, 3110, 4000</p> <p>Philosophy and Culture: PHI 2040, 2050, 2070, 3010, 3160, 3200, 3210, 3300, 3760, 4030, 4230, 4430</p> <p>Biblical: REL 2030, 3160, 3180, 3210, 3290, 3360, 3370, 4010</p> <p>Religious Thought: REL 2050, 2090, 2140, 2340, 3025, 3190, PHI/REL 3220, REL 3270, 3280, PHI/REL 3550, REL 4070, 4170, 4230</p> <p>World Religions: REL 2130, 2160, 2180, 3028, 3029, 3030, 3150, 3420, 3430, 4150, 4270, 4350, PHI/REL 4500</p> <p>Special topic or independent study courses are part of the Core Curriculum; which distributional area they fall under is determined by the Department Chair.</p> <p>PHI/REL 3400—WD is also part of the Core Curriculum, though it does not count towards any distributional area.</p> <p>Students taking 18 or more hours with only a REL prefix must take REL 4410.</p> <p>While the minimum requirement is 30 hours of courses in the Major, students may take additional hours; all courses in Philosophy or Religion taken at UNC—Pembroke shall be calculated towards the Major GPA.</p>	30
Electives	45
	Total: 120

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4.3 Program Proposal: Remove HST 3811, HSTS 4185, and HSTS 4230 from elective options for Minor in Jewish Studies; add HSTS 4xxx.

Rationale: Cleaning up catalogue by eliminating no-longer-existing courses.

Dept vote: 4 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:

Requirements for a Minor in Jewish and Middle Eastern Studies	Sem. Hrs.
Core Requirements REL 3150; HST 3740 or REL 3030	6
Guided Electives: At least one History course, at least one Religion course, and 2 additional courses from the list below: History: HST 3750, 3811 , 4210, 4300, 4450, 4460; HSTS 4xxx 4185, 4230 Religion: REL 2030, 2180, 3025, 3180, 3210, 3370, 4010, 4070, 4230	12

Political Science: PLSS 3030 Sociology and Criminal Justice: CRJ 2010 Foreign Languages: SPNS xxxx (when offered as Islamic Cultural Heritage in Spain)	
	Total: 18

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227 **5. Proposal from the Department of Mass Communication**

228 **5.1 Course Proposal:** The department wishes to reinstate that MCM 2400 (Writing for the Media) is a
229 prerequisite for PRE 4070 (Public Relations Media). Both courses are currently offered in the
230 Department and required for the degree. No changes to either course are being requested other than
231 making MCM 2400 a prerequisite for PRE 4070. MCM 2400 is an introductory writing course and PRE
232 4070 is an advanced writing course.

233
234 **Rationale:** The prerequisite was inadvertently deleted when JRN 3010 was eliminated as a prerequisite
235 for PRE 4070. Because MCM 2400 had been a prerequisite for JRN 3010, so there was no need to
236 specify that MCM 2400 was a prerequisite for PRE 4070. Now that JRN 3010 is no longer a prerequisite
237 for PRE 4070, there is a need to specify that MCM 2400 is a prerequisite.

238
239 Dept vote: 7 for; 0 against; 0 abstain

240 Affect others: No

241 Cross-Listing: No

242 Additional Resources: No

243 Affects Articulation Agreement: No

244 Affects Degree Pathway: No

245 Affects CAA Degree Plan: No

246

247 COURSE DESCRIPTIONS:

248 PRE 4070 Public Relations Media

249 Hours: 3

250 Prerequisites: PRE 2200, **MCM 2400**

251 Required: yes (for public relations track)

252 Course description: Major forms of public relations writing: news and feature releases, replies to
253 complaint letters, public service announcements, documentaries, copy for video news releases, inverted
254 and magazine forms of news writing, annual reports, and newsletters. Prerequisites: PRE 2200, **MCM**
255 **2400**

256 Course title: Public Relations Media

257 Code: LEC

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

260 **6.1 Program Proposal:** Create a Literary Studies and a Professional Writing emphases within the BA in
 261 English Degree. Delete SPE 2000 Interpersonal Communication or SPE 2010 Fundamentals of Speech
 262 from the Core Requirements for the BA in English degree. Add 3 credit hours to the requirement for the
 263 additional required courses for a total of 21 hours. Add ENGS 4xxx to the list of upper-level literature
 264 course options for the literary studies and the professional writing emphases

265
 266 **Rationale:** The department agreed at the April 13, 2015 meeting to create tracks or areas of emphasis in
 267 literary studies and professional writing within the BA in English degree in order to better serve the
 268 needs of students majoring in English and to make the curriculum more attractive to prospective
 269 students.

270
 271 Dept vote: 40 for; 0 against; 1 abstain
 272 Affect others: Yes (Department of Mass Communication—adding PRE 3450 as one of the course options
 273 in the Professional Writing emphasis)
 274 New Courses: No
 275 Additional Resources: No
 276 Affects Degree Pathway: Yes
 277 Affects CAA Degree Plan: Yes

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 279 Catalog Entry:

280 **Requirements for a Bachelor of Arts Degree in English**

Course Requirements—B.A. in English	Sem. Hrs.
Freshman Seminar General Education	1
General Education	44
I. Core Requirements SPE 2000 Interpersonal Communication or SPE 2010 Fundamentals of Speech ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660 ENG 2230 American Literature before 1865 or ENG 2240 American Literature since 1865 ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790 ENG 3040 Principles of Literary Study ENG 4570 Shakespeare ENGS 4xxx (numbers vary) Seminar in Literature Competency in a foreign language at the 1320 course level	21-27 18-24
II. Additional Required Courses: Select one area of emphasis: Literary Studies Emphasis —21 hrs Required: select one of the following courses: ENG 2990, 3570, 3580, 3650, 3700, 3720, 4210, 4250, and ENGS 4090-4129 Additional coursework: select six courses (18 hrs) from those listed below no more than one of the following: ENG 2010, 2020, 2080, 2090, 2100, 2180, 2190, 2200, and 2410 at least 4 courses (12 hrs) of the following: ENG 3100, ENG 3110, ENG 3120, ENG 3130, ENG 3140, ENG 3150, ENG 3160, ENG 3170, ENG 3250 , ENGS 33xx, ENG 3420, ENG 3430, ENG 3440, ENG 3460 , ENG 3470, ENG 3540, ENG 3560, ENG 3660, ENG 3670, ENG 3680, ENG 3710 , ENG 3900, ENG 4020, and ENGS 4xxx no more than two of the following: ENG 3250, ENG 3460, ENG 3710, ENG 4230 or 4240,	18 21

<p>ENG 4810, ENG 4830, and ENG 4850 no more than one of the following: ENG 3740, 3750, or 3760</p> <p>Professional Writing Emphasis —21 hrs Required: ENG 3580: Professional Writing select one of the following upper-level literature courses: ENG 3100, ENG 3110, ENG 3120, ENG 3130, ENG 3140, ENG 3150, ENG 3160, ENG 3170, ENGS 33xx, ENG 3420, ENG 3430, ENG 3440, ENG 3470, ENG 3540, ENG 3560, ENG 3660, ENG 3670, ENG 3680, ENG 3900, ENG 4020, and ENGS 4xxx</p> <p>Additional coursework: select 5 courses (15 hrs) from those listed below at least 4 courses (12 hrs) of the following: ENG 2990, ENG 3570, ENG 3650, ENG 3700, ENG 3720, ENG 4250, ENGS 4090-4129, ENG 4210, and PRE 3450 no more than one of the following: ENG 3740, 3750, or 3760 no more than one of the following: ENG 3250, ENG3460, ENG 3710, ENG 4230, ENG 4240, ENG 4810, ENG 4830, and ENG 4850</p>	
General Electives	32-38
	Total: 122

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283 **7. Proposals from the Honors College**

284 **7.1 Course Proposal:** Revise the course title and description of HON 2510: Horizons in Math and
 285 Computer Science (will become Topics in Mathematics).

286 **Rationale:** The current course title combines mathematics and computer science, which is no longer a
 287 combined field. The proposed title is consistent with how the course is now taught: as a mathematics
 288 course. The current course description is outmoded and too specific. The proposed description allows
 289 faculty to teach in their specialty.

290

291 Dept vote: 6 for; 0 against; 0 abstain

292 Affect others: No

293 Cross-Listing: No

294 Additional Resources: No

295 Affects Articulation Agreement: No

296 Affects Degree Pathway: No

297 Affects CAA Degree Plan: No

298

299 COURSE DESCRIPTIONS:

300 HON 2150 ~~Horizons in Math and Computer Science~~ Topics in Mathematics

301 Hours: 3

302 Prerequisites: Honors College students only

303 Required: no

304 Course description: ~~Current approaches to mathematical modeling, data acquisition, and data analysis~~
 305 ~~with respect to natural systems, emphasizing microcomputer applications to scientific problems.~~

306 ~~Students will gain experience in the use of available computational resources, including commercial~~

307 ~~software, microcomputers, and mainframe facilities.~~ Topics in mathematics to be selected according to

308 faculty specialties and interests. Honors students receive General Education credit for a course in the

309 Divisional Electives area of Natural Sciences and Mathematics.

310 Course title: Topics in Mathematics

311 Code: LEC

312

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314 **7.2 Course Proposal:** Revise description of HON 2750 The Individual in Society

315 **Rationale:** The current description is limiting. The proposed description allows for social sciences faculty
 316 to plan the course according to their specialties and interests.

317

318 Dept vote: 6 for; 0 against; 0 abstain

319 Affect others: No

320 Cross-Listing: No

321 Additional Resources: No

322 Affects Articulation Agreement: No

323 Affects Degree Pathway: No

324 Affects CAA Degree Plan: No

325

326 COURSE DESCRIPTIONS:

327 HON 2570 The Individual in Society

328 Hours: 3

329 Prerequisites: Honors College students only

330 Required: no
331 Course description: ~~Recent topics concerning advances in the study of human behavior are examined~~
332 ~~within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and~~
333 ~~theories of personality. Class presentations and discussion form a major portion of the course. The study~~
334 ~~of human behavior from the perspective of psychology, sociology, or a related field. The course will~~
335 ~~introduce selected topics in the social sciences in a seminar format.~~ Honors students receive General
336 Education credit for a course in the Social Sciences Division.
337 Course title: Individual in Society
338 Code: SEM
339

340 **8. Proposals from the Department of History**

341 **8.1 Program Proposal:** The History Department wishes to add courses to our program options in the
 342 DARS system. These courses are additions to the B.A. in History, have been taught for some time, and
 343 should be coded as sufficient for program requirements. The courses—HST 3040, 3260, 4120, 4230, and
 344 4650—are already in the catalog. The History Department wishes to remove from the DARS system HST
 345 3940 and 4100, courses which have not been taught in some years and have no likelihood of being
 346 taught in the foreseeable future. Finally, where the DARS audit reads “3720 to 3750” and “3840 to
 347 3870,” specific course numbers have been inserted for ease of audit review.

348
 349 **Rationale:** Because some courses do not exist as options, the inclusion of them in a DARS audit can be
 350 misleading. By removing them, students will have a better grasp of the proper path to degree. Other
 351 courses are being regularly taught and need to be added and properly listed in a DARS so that students
 352 and advisors can understand the path to graduation.

353
 354 Dept vote: 11 for; 0 against; 0 abstain

355 Affect others: No

356 New Courses: No

357 Additional Resources: No

358 Affects Degree Pathway: No

359 Affects CAA Degree Plan: No

360
 361 Course List for DARS:
 362 American: SELECT FROM: HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260 (OR AIS 3260), HST
 363 3410 (OR ECN 3410), HST 3610, 3620, 3800, 3820, ~~3940~~, 4040, 4050, 4060, 4070, ~~4100~~, 4120, 4130,
 364 4230, 4250, 4360, 4650
 365 European: SELECT FROM: HST 3210, 3230, 3270, 3290, 3320, 3370, 4120, 4170, 4210, 4220, 4270, 4300,
 366 4320, 4330, 4410, 4420, 4430
 367 Non-Western: SELECT FROM: HST 3028, 3029, 3440, 3450, 3720, 3730, 3740, 3750, 3840, 3850, 3860,
 368 3870, 4450, 4460

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 371 **8.2 Program Proposal:** The current requirements for a Bachelor of Arts Degree in History- Social Studies
 372 Education are 128 total course work hours. The proposal of the History Department is to reduce two
 373 elective hours (5 are currently required). This will change the degree requirements to 126 hours.

374
 375 The History Department wishes to add courses to the DARS system. These courses are additions to the
 376 BA in History: Social Studies Education, have been taught for some time and should be coded as
 377 sufficient for program requirements. The courses are already in the catalog. In addition, the History
 378 Department would like to remove from the DARS system a course which has not been taught in some
 379 years and has no likelihood of being taught in the foreseeable future. Finally, where the DARS audit
 380 reads “3720 to 3750” and “3840 to 3870,” specific course numbers have been inserted for ease of audit
 381 review.

382
 383 **Rationale:** History Department Social Studies Education majors struggle to complete the required 128
 384 hours in four years. Reducing the total course hours from 128 to 126 will effectively mean one less
 385 course and make completion in four years more likely. This will also bring Social Studies Education in line
 386 with similar programs (English Education, 124 hours; and Math Education 9-12 127 hours). Reduction of

387 two semester hours will not adversely alter the preparation of our teachers or otherwise inhibit their
388 ability to become highly qualified teachers.

389
390 Because some courses do not exist as options, the inclusion of them in a DARS audit can be misleading.
391 By removing them, students will have a better grasp of the proper path to degree. Other courses are
392 being regularly taught and need to be added and properly listed in a DARS so that students and advisors
393 can understand the path to graduation.

394
395 Dept vote: 11 for; 0 against; 0 abstain

396 Affect others: No

397 New Courses: No

398 Additional Resources: No

399 Affects Degree Pathway: Yes

400 Affects CAA Degree Plan: No

401

402 Course List for DARS

403 American: SELECT FROM: HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260 (OR AIS 3260), HST
404 3410 (OR ECN 3410), HST 3610, 3620, 3800, 3820, ~~3940~~, 4040, 4050, 4060, 4070, ~~4100~~, 4120, 4130,
405 4230, 4250, 4360, 4650

406 European: SELECT FROM: HST 3210, 3230, 3270, 3290, 3320, 3370, 4120, 4170, 4210, 4220, 4270, 4300,
407 4320, 4330, 4410, 4420, 4430

408 Non-Western: SELECT FROM: HST 3028, 3029, 3440, 3450, 3720, 3730, 3740, 3750, 3840, 3850, 3860,
409 3870, 4450, 4460

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411

412 Catalog Entry:

413 **BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)**

414 Coordinator: Jeffrey K. Lucas Serina Cinnamon

415 Upon successful completion of the program of study in Social Studies Education and related
416 requirements, graduates are eligible for a Standard Professional license to teach secondary or middle
417 grades social studies in the State of North Carolina. For a more detailed description, including the
418 program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of
419 Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45 (27)*
Essential Standards (*18 semester hours of Social Sciences and History may also count toward General Ed) Basic History HST 1010, 1020, 1140, 1150 Seminar in History HST 3000 Advanced History (all must be at the 3000 or 4000 level) HST 3170; HSTS 4xxx or HST 4510; United States & Canadian History - 6 hours; Asian, African & Latin American History – 6 hours; European History – 6 hours Social Sciences ECN 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, 1020, or 2000; PLS 1010 Social Science Guided Electives – 6 hours	60

Professional Studies Core EDN 2100, 3130, 3140, SED 3310	12
Content Pedagogy SSE 3000, 3650, 4000, 4480, 4490; CSC 4050	24
General Electives	5 3
	Total: 128 126

420 NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as
421 soon as possible in their college career. Consultation with the Program Coordinator or program advisor
422 prior to registering for General Education courses is strongly recommended.
423

424 **9. Proposals from the Department of Accounting and Finance**

425 **9.1 Program Proposal:** add PHI 2040 to requirements for B.A. in Accounting

426
427 **Rationale:** Accounting students need to be well aware of ethics and ethical decision making. Having this
428 as one of their General Education courses should improve their knowledge and decision making skills
429 with regard to ethics. Other courses in Accounting and Business Law can use this as a building block for
430 discussions of ethical behavior occur in those courses.

431
432 Dept vote: 9 for; 0 against; 0 abstain
433 Affect others: Yes (Philosophy & Religion--will increase demand for the course)
434 New Courses: No
435 Additional Resources: No
436 Affects Degree Pathway: Yes
437 Affects CAA Degree Plan: Yes

438
439
440 **9.2 Program Proposal:** move ACC 4130 and BLAW 3180 from General Business Requirement to
441 Accounting Requirements in program description

442
443 **Rationale:** Accounting majors are required to have a 2.0 QPA in the Accounting Requirements in
444 addition to a 2.0 QPA in the General Business Requirements and a 2.0 QPA overall. Moving these two
445 courses provides the students with two more courses to improve their Accounting Requirements
446 average.

447
448 Dept vote: 9 for; 0 against; 0 abstain
449 Affect others: No
450 New Courses: No
451 Additional Resources: No
452 Affects Degree Pathway: No
453 Affects CAA Degree Plan: No

454
455 Catalog Entry:
456 Requirements for Bachelor of Science in Accounting
457 Freshman Seminar and General Education, including: MAT 1070 and 2150, 45
458 Econ 2020 and 2030, PHI 2040
459 General Business Requirements 42 36
460 Bus 1000-1006, DSC 2090, 3180, ACC 2270, 2280, 4130
461 DSC 3130 3140, MGT 3030, 3060, MKT 3120, FIN 3100,
462 ECN 3010 or ECN/FIN 3040; MGT 4660; ~~BLAW 3180~~
463 Accounting Requirements 24 30
464 ACC 3210, 3220, 3310, 4130, 4170, 4180, 4210, 4500, 4580,
465 BLAW 3180
466

467 **10. Proposal from the Department of Management, Marketing, and International Business**

468 **10.1 Course Proposal:** Create MKT 3xxx Social Media Marketing. This proposal concerns a new
 469 undergraduate course on social media marketing that has been developed in order to expose students
 470 to a growing area of marketing practice that is organized around terminology, principles, and techniques
 471 (including analytical techniques) that are substantially distinct from those emphasized in existing
 472 undergraduate marketing courses. This course can be delivered in either a face-to-face or an online
 473 format and can be taken by students who have completed MKT 3120 (Principles of Marketing) with a
 474 final grade of "C" or better. Please see the accompanying syllabus for further details.

475
 476 **Rationale:** This new course serves as an important update to existing undergraduate marketing courses
 477 which, although they do address firms' promotional activities in depth, are not specifically focused on
 478 the growing practice of social media marketing by firms. Consumer adoption of social media is
 479 widespread, but the social media landscape is highly turbulent and the terminology, principles, and
 480 techniques of social media marketing (including those focused on social media marketing analysis) are
 481 substantially distinct from those emphasized in existing undergraduate marketing courses. Beyond
 482 merely posting updates to social media platforms, social media marketers must develop an
 483 understanding of the evolving social media landscape in order to remain aligned with key consumer and
 484 technological trends, develop skills in social media marketing campaign development and
 485 implementation, and equip themselves with the ability to apply various analytical techniques for
 486 listening to customers, assessing campaign performance, and observing behavior on websites. It is
 487 intended that the social media marketing course would emphasize these key learning outcomes and
 488 that students who succeed in the course would possess knowledge and skills with a very high level of
 489 applicability to current and anticipated marketing practice.

490
 491 Dept vote: 9 for; 0 against; 0 abstain

492 Affect others: No

493 Cross-Listing: No

494 Additional Resources: No

495 Affects Articulation Agreement: No

496 Affects Degree Pathway: No

497 Affects CAA Degree Plan: No

498

499 COURSE DESCRIPTIONS:

500 MKT 4400 Social Media Marketing

501 Hours: 3

502 Prerequisites: C or better in MKT 3120

503 Required: no

504 **New** Course description: This course focuses on social media channels for communication and value co-
 505 creation amongst organizations and consumers as well as methodologies for analyzing online behavior
 506 of consumers for facilitating data-based decision making by marketing managers. Credit, 3 semester
 507 hours. PREREQ: Grade of "C" or better in MKT 3120.

508 Course title: Social Media Marketing

509 Code: LEC

510

511 Syllabus: See Appendix C

512

513 **11. Proposal from the Department of Geology and Geography**

514 **11.1 Program Proposal:** Establish a new Sustainability Minor that will be housed in the Department of
 515 Geology of Geography. The minor will be an interdisciplinary program that utilizes existing courses
 516 related to sustainability, including Environmental Science, Geology & Geography, American Indian
 517 Studies, and other departments. All students in the minor will complete a Seminar Program that will ask
 518 them to attend 4 seminars on sustainability. The purpose of the seminars is to expose students to
 519 individuals or events related to how sustainability is part of the workplace, and to create professional
 520 contacts for the students. 2-3 seminars per semester will be approved and/or organized through the
 521 Sustainability Office.

522
 523 **Rationale:** The UNC Sustainability Policy 600.6.1 (Adopted 2009; Amended 2013) states all UNC schools
 524 are to, among other things, "systematically incorporate sustainability throughout the institution by
 525 integrating the policy goals into the institution's processes, administration, teaching, research, and
 526 engagement." In addition, being a signatory of the Appalachian Energy Summit in 2012, UNCP publically
 527 agreed to, among other things, "educate our students to be leaders of tomorrow through our active and
 528 demonstrative pursuit of the initiative's goals; position the University of North Carolina system and our
 529 Private University colleagues as national leaders in sustainability education; create a culture of
 530 environmental and economic sustainability across the UI\IC system through administrative leadership,
 531 student involvement, curricula development, campus operations, and new partnerships between the
 532 university, its benefactors and industry." UNCP's signatory commitments to the American College and
 533 University Presidents' Climate Commitment in 2014, also agreed to, among other things, "take actions to
 534 make climate neutrality and sustainability a part of the curriculum and other educational experience for
 535 all students."

536
 537 Therefore, the goal of the sustainability minor is to establish an academic pathway for students and
 538 the University of North Carolina at Pembroke to become regional and national leaders in
 539 sustainability. Currently the minor is being proposed to utilize courses that are already being taught
 540 here on campus. We have confidence that the minor will receive support from the student body and
 541 faculty so that the program will grow. For example, the campus has already suggested that
 542 sustainability is an important topic for our students and our faculty as seen in a survey sent out to
 543 campus in Sept 2015 (an IRB approved survey through the Office of Sustainability). The survey
 544 suggested that 95% of respondents (789) support academic courses, research, and service learning
 545 opportunities that would prepare individuals to resolve social, environmental, and economic issues in
 546 the world today.

547
 548 Dept vote: 7 for; 0 against; 0 abstain

549 Affect others: Yes

- 550 • Departments of English, Theater, and Foreign Languages & American Indian Studies will house
 551 one of the core courses required for the minor (*AIS/ENG 2410*)
- 552 • Department of Biology will house one of the core courses for the minor and two of the courses
 553 that students can select (*ENV 1100, ENV 2450, and ENV 4100*)
- 554 • Department of Philosophy and Religion will house a course that the students can select (PHI
 555 3300).
- 556 • Department of Management, Marketing, and International Business will also house a course
 557 that the students can select (MGT 4310). Department of Sociology and Criminal Justice will also
 558 house a course that the students can select (SOC 4430).

- 559 • The Office of Sustainability will be working with us to approve and schedule seminars for the
560 minor.

561 New Courses: No

562 Additional Resources: No

563 Affects Degree Pathway: N/A

564 Affects CAA Degree Plan: N/A

565

566 Catalog Entry:

567

SUSTAINABILITY MINOR

568

Coordinator: Daren Nelson

569 Sustainability is commonly defined as meeting the needs of our present generation without
570 compromising the ability of future generations to meet their goals. The sustainability minor is an 18-
571 credit interdisciplinary program that is designed to assist students who are interested in pursuing a
572 career that involves practicing sustainable practices. The minor focuses on how individuals can focus on
573 these sustainable practices within the environment and how these practices impact both economic and
574 social issues within local, national, and international contexts. The minor will be applicable to students
575 from all majors due to the focus on how these sustainability principles can be applied to all academic
576 disciplines and professional fields. More information regarding the minor can be seen in the section for
577 the Department of Geology and Geography.

578	Requirements for a Minor in Sustainability	Sem. Hrs.
579	Core Courses: ENV 1100, GLY 2620*, AIS/ENG 2410	9
580	Electives: select one of the following courses: ENV 2450, MGT 4310	3 or 4
581	Select two of the following courses: GGY 3290, PHI 3300, ENV 4100, SOC 4420	6
582		Total: 18 or 19

583 *Prerequisite: GLY 1000 or 1150

584

585 **12. Proposals from the Department of Political Science and Public Administration**

586 **12.1 Course Proposal:** change course number and prerequisites for PAD 2100 (becomes PAD 3100)

587 **Rationale:** Change course numbers of two courses to be 3000 level courses to better reflect their
 588 difficulty and their role in the newly re-designed public administration concentration. These courses are
 589 necessary courses for the concentration in public administration, but in order for the major to work with
 590 our foreseeable resources in a combined department, we need an integrated core. This means that
 591 courses in the concentration need to be offered at the 3000 level.

592

593 Dept vote: 11 for; 0 against; 2 abstain

594 Affect others: Yes (BIS in Public and Non-Profit Administration—course number will also need to be
 595 changed in their program listing.)

596 Cross-Listing: no

597 Additional Resources: no

598 Affects Articulation Agreement: no

599 Affects Degree Pathway: yes

600 Affects CAA Degree Plan: no

601

602 COURSE DESCRIPTIONS:

603 PAD ~~2100~~ 3100 Introduction to Public Administration

604 Hours: 3

605 Prerequisites: ~~PAD 1000~~ PLS 1010

606 Required: yes

607 Course description: An introductory study of general principles and problems of administrative
 608 organization in government: federal, state, and local. The role, relationships, processes, and control of
 609 governmental institutions, in the political context, with special emphasis on the American experience,
 610 will be surveyed. PREREQ: ~~PAD 1000~~. PLS 1010.

611 Course title: Intro to Public Administration

612 Code: LEC

613

614

615

616 **12.2 Course Proposal:** change course number and prerequisites for PAD 2190 (becomes PAD 3190)

617 Rationale: Change course numbers of two courses to be 3000 level courses to better reflect their
 618 difficulty and their role in the newly re-designed public administration concentration. These courses are
 619 necessary courses for the concentration in public administration, but in order for the major to work with
 620 our foreseeable resources in a combined department, we need an integrated core. This means that
 621 courses in the concentration need to be offered at the 3000 level. We would like to keep the WE
 622 designation for this course despite the change in course number.

623

624 Dept vote: 11 for; 0 against; 2 abstain

625 Affect others: no

626 Cross-Listing: no

627 Additional Resources: no

628 Affects Articulation Agreement: no

629 Affects Degree Pathway: yes

630 Affects CAA Degree Plan: no

631

632 COURSE DESCRIPTIONS:

633 PAD ~~2190~~ 3190 Public Policy and Analysis

634 Hours: 3

635 Prerequisites: ~~PAD-1000~~ PLS 1010

636 Required: yes

637 Course description: This course seeks to explore both the causes and consequences of public policy, i.e.,
 638 both policy determination and policy impacts. The former is concerned with political, economic, social,
 639 environmental or other factors which are hypothesized to be political determinants. The latter is
 640 concerned with social, economic, political, or other conditions which are hypothesized to be policy
 641 impacts. PREREQ: ~~PAD-1000~~ PLS 1010.

642 Course title: Public Policy and Analysis

643 Code: LEC

644

645

646 **12.3 Course Proposal:** revise title, description, and prerequisite for PLS 2010; cross-list with PAD 2010

647 **Rationale:** We would like to streamline our offerings to create clear connections between similar public
 648 administration and political science courses so that they may be cross listed. All of these courses are
 649 introductory level courses that we hope to propose as additional general education courses in order to
 650 expose more students to our department. Removing the prerequisites will not have an impact on the
 651 quality of the courses as they are currently taught.

652

653 Dept vote: 10 for; 0 against; 3 abstain

654 Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)

655 Cross-Listing: yes (PAD/PLS 2010, so cross-listed within department)

656 Additional Resources: no

657 Affects Articulation Agreement: no

658 Affects Degree Pathway: no

659 Affects CAA Degree Plan: no

660

661 COURSE DESCRIPTIONS:

662 PLS 2010 American State & Local Government, Administration, & Policy

663 Hours: 3

664 Prerequisites: ~~PLS-1000 or 1010~~

665 Required: depends on concentration

666 Course description: An examination of the ~~setting~~, institutions, ~~administrative issues~~, politics, and
 667 ~~policy~~ies concerns of state and local governments in the United States. ~~PREREQ: PLS-1000 or 1010.~~
 668 ~~Cross-listed with PAD 2010.~~

669 Course title: Am State & Local Govt

670 Code: LEC

671

672

673 **12.4 Course Proposal:** revise title, description, and prerequisite for PAD 2010; cross-list with PLS 2010

674 **Rationale:** We would like to streamline our offerings to create clear connections between similar public
 675 administration and political science courses so that they may be cross listed. All of these courses are
 676 introductory level courses that we hope to propose as additional general education courses in order to
 677 expose more students to our department. Removing the prerequisites will not have an impact on the
 678 quality of the courses as they are currently taught.

679
680 Dept vote: 10 for; 0 against; 3 abstain
681 Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)
682 Cross-Listing: yes (PAD/PLS 2010, so cross-listed within department)
683 Additional Resources: no
684 Affects Articulation Agreement: no
685 Affects Degree Pathway: no
686 Affects CAA Degree Plan: no
687
688 COURSE DESCRIPTIONS:
689 PAD 2010 American State and Local Government, Administration, & Policy
690 Hours: 3
691 Prerequisites: ~~PAD-1000~~
692 Required: depends on concentration
693 Course description: An examination of the institutions, administrative issues, politics, and policy
694 concerns in American state and local government. Credit, 3 semester hours. ~~PREREQ: PAD-1000. Cross-~~
695 ~~listed with PLS 2010.~~
696 Course title: Am State & Local Govt
697 Code: LEC
698
699
700 **12.5 Course Proposal:** remove prerequisites for PLS 2150
701 **Rationale:** We would like to streamline our offerings to create clear connections between similar public
702 administration and political science courses so that they may be cross listed. All of these courses are
703 introductory level courses that we hope to propose as additional general education courses in order to
704 expose more students to our department. Removing the prerequisites will not have an impact on the
705 quality of the courses as they are currently taught.
706
707 Dept vote: 10 for; 0 against; 3 abstain
708 Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)
709 Cross-Listing: no
710 Additional Resources: no
711 Affects Articulation Agreement: no
712 Affects Degree Pathway: no
713 Affects CAA Degree Plan: no
714
715 COURSE DESCRIPTIONS:
716 PLS 2150 North Carolina Politics and Government
717 Hours: 3
718 Prerequisites: ~~PLS-1000 or 1010~~
719 Required: no
720 Course description: A study of the North Carolina political system: its environment, the forces and
721 elements making up the system, the policies of that system, and the impact of the policies. ~~PREREQ: PLS~~
722 ~~1000 or 1010.~~
723 Course title: NC Politics and Govt
724 Code: LEC
725

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12.6 Course Proposal: delete PAD 1000, 2330; PLS 2020, 2130, 3020, 3930, 4520

Rationale: These courses are no longer offered and there is no plan to offer them in the future. We are trying to clean up our catalogue offerings.

Dept vote: 10 for; 0 against; 3 abstain

COURSE DESCRIPTIONS:

~~PLS 2020. Local Government in the United States (3 credits) An examination of the setting, institutions, politics, and policies of local government in the United States. PREREQ: PLS 1000 or 1010.~~

~~PLS 3020. Administration of Municipal Government in the United States (3 credits) A study of American municipal government in its setting and development, power and politics, management process, administration of services, social and economic problems, planning, fiscal problems and practices, intergovernmental relations, and emerging trends. PREREQ: PLS 1000 or 1010.~~

~~PLS 4520. Problems in American Foreign Policy (3 credits) A study of the major issues and problems in American foreign policy, including tradition and other constant factors of policy, with emphasis on the historical development of U.S. foreign policy in postWorld War II period. Areas covered may include: World War II and the origins of the Cold War; the development of the Cold War under Truman and Eisenhower; and the foreign policies of U.S. administrations from Kennedy to the present. PREREQ: PLS 1000 or 1010.~~

~~PLS 2130. Contemporary Political Ideologies (3 credits) A study of twentieth-century ideologies, including liberalism, conservatism, Nazism, fascism, communism, democratic socialism, and more recent doctrines such as third world nationalism, minority liberation, women's liberation, and the new left.~~

~~PLS 3930. Census Data for Social Sciences and Business (1 credit) An introduction to accessing, analyzing, and interpreting census data. Emphasis is placed on using census data for research in social science, marketing, and related fields. PREREQ: MAT 1050 or 1070 or permission of instructor.~~

~~PAD 1000. Current Policy Issues (3 credits) The course provides students with an understanding of selected major public policy debates, focusing on developing both a broad understanding of the issues and how to think critically about issues arising in policy debates. Students will consider two to four current public policy issues per semester, with the specific issues changing to reflect current public debates. Class will focus on discussing insights from readings about these issues, supplemented with additional lecture material to complete understanding of these issues and their administrative and policy implications. Students will learn how concerns and decisions about administrative and regulatory processes will affect them in the future.~~

~~PAD 2330. Introduction to Public Administration Methodology (4 credits) This course concerns basic concepts in public administration methodology and teaches the student how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Student must also enroll in the lab section for this course. PREREQ: PAD 1000.~~

773 **12.7 Course Proposal:** remove PLS 2330 from list of prerequisites for PLS 3010, 3040, and 3060
 774 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
 775 many of our classes to be opened up to increase exposure of our department to students exploring the
 776 major without changing the nature of the courses.

777
 778 Dept vote: 11 for; 0 against; 2 abstain

779 Affect others: no

780 Cross-Listing: no

781 Additional Resources: no

782 Affects Articulation Agreement: no

783 Affects Degree Pathway: no

784 Affects CAA Degree Plan: no

785

786 COURSE DESCRIPTIONS:

787 PLS 3010 Political Parties and Interest Groups in the United States

788 Hours: 3

789 Prerequisites: PLS 1010 ~~and 2330~~

790 Required: no

791 Course description: The history, development, organization, functions and purpose of parties and
 792 interest groups, and the role played by them in the policy-making and election of the government in the
 793 United States and other Western democracies. PREREQ: PLS 1010 ~~and 2330.~~

794 Course title: Pol Parties Interest Groups US

795 Code: LEC

796

797 PLS 3040 Legislative Process in the United States

798 Hours: 3

799 Prerequisites: PLS 1010 ~~and 2330~~

800 Required: no

801 Course description: A study of: (1) the distribution of the legislative power in the three branches of the
 802 government, (2) the structure and functions of the legislature, (3) the actual process of legislation both
 803 in the national and state governments, its defects and remedies, and (4) the attainment of responsible
 804 and responsive government. Important legislative problems will be selected and serve as a basis for
 805 analyzing the legislative process. PREREQ: PLS 1010 ~~and 2330.~~

806 Course title: Leg Process in US

807 Code: LEC

808

809 PLS 3060 The American Presidency

810 Hours: 3

811 Prerequisites: PLS 1010 ~~and 2330~~

812 Required: no

813 Course description: The central role of the American presidency in the political process and the
 814 relationship among the presidency and the other branches of government. PREREQ: PLS 1010 ~~and 2330.~~

815 Course title: American Presidency

816 Code: LEC

817

818

819

820 **12.8 Course Proposal:** revise prerequisites for PLS 3600

821 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
 822 many of our classes to be opened up to increase exposure of our department to students exploring the
 823 major without changing the nature of the courses.

824
 825 Dept vote: 11 for; 0 against; 2 abstain

826 Affect others: no

827 Cross-Listing: no

828 Additional Resources: no

829 Affects Articulation Agreement: no

830 Affects Degree Pathway: no

831 Affects CAA Degree Plan: no

832

833 COURSE DESCRIPTIONS:

834 PLS 3600 Introductory Internship in Political Science

835 Hours: 3

836 Prerequisites: PLS 1000 or PLS 1010 and PLS 2330

837 Required: no

838 Course description: The acquisition of political and/or legal experience through an arranged internship
 839 in a government or community agency or enterprise, under the instruction and supervision of the major
 840 professor and a designated official of the agency or enterprise involved. PREREQ: PLS 1000 or PLS 1010
 841 and PLS 2330.

842 Course title: Intro Internship Pol Sci

843 Code: INT

844

845

846 **12.9 Course Proposal:** revise prerequisites for PAD 3440

847 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
 848 many of our classes to be opened up to increase exposure of our department to students exploring the
 849 major without changing the nature of the courses. Changes to the prerequisites for the PAD courses
 850 reflect the deletion of PAD 1000.

851

852 Dept vote: 11 for; 0 against; 2 abstain

853 Affect others: no

854 Cross-Listing: no

855 Additional Resources: no

856 Affects Articulation Agreement: no

857 Affects Degree Pathway: no

858 Affects CAA Degree Plan: no

859

860 COURSE DESCRIPTIONS:

861 PAD 3440 Introduction to Budgeting and Financial Management

862 Hours: 3

863 Prerequisites: PAD ~~1000, 2100~~ PAD 2010 or PLS 2010 and PAD 3100

864 Required: depends on concentration

865 Course description: This course introduces students to budgeting and other aspects of financial

866 management as applied in government and non-profit organizations. Topics covered include financial

867 planning, implementation, and analysis. The purpose and process of public budgeting are also
 868 emphasized. PREREQ: PAD ~~1000, 2100~~ PAD 2010 or PLS 2010 and PAD 3100.

869 Course title: Intro Budgeting Fin Mgmt

870 Code: LEC

871

872

873 **12.10 Course Proposal:** revise prerequisites for PAD 3600

874 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
 875 many of our classes to be opened up to increase exposure of our department to students exploring the
 876 major without changing the nature of the courses. Changes to the prerequisites for the PAD courses
 877 reflect the deletion of PAD 1000.

878

879 Dept vote: 11 for; 0 against; 2 abstain

880 Affect others: no

881 Cross-Listing: no

882 Additional Resources: no

883 Affects Articulation Agreement: no

884 Affects Degree Pathway: no

885 Affects CAA Degree Plan: no

886

887 COURSE DESCRIPTIONS:

888 PAD 3600 Introductory Internship in Public Administration

889 Hours: 3

890 Prerequisites: ~~PAD 1000~~ PAD 3100 and PLS 2330

891 Required: no

892 Course description: The acquisition of public management experience through an arranged internship in
 893 a government or community agency or enterprise, under the instruction and supervision of the major
 894 professor and a designated official of the agency or enterprise involved. PREREQ: ~~PAD 1000~~ PAD 3100
 895 and PLS 2330.

896 Course title: Intro Internship Public Admin

897 Code: INT

898

899

900 **12.11 Course Proposal:** revise prerequisites for PAD 3640

901 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
 902 many of our classes to be opened up to increase exposure of our department to students exploring the
 903 major without changing the nature of the courses. Changes to the prerequisites for the PAD courses
 904 reflect the deletion of PAD 1000.

905

906 Dept vote: 11 for; 0 against; 2 abstain

907 Affect others: no

908 Cross-Listing: no

909 Additional Resources: no

910 Affects Articulation Agreement: no

911 Affects Degree Pathway: no

912 Affects CAA Degree Plan: no

913

914 COURSE DESCRIPTIONS:

915 PAD 3640 Practicum in Public Administration

916 Hours: 6

917 Prerequisites: ~~PSPA 1000 or 1010~~ PAD 3100 and PLS 2330, and consent of instructor and department
918 chair.

919 Required: no

920 Course description: Restriction: Open to majors in Political Science only. This course provides students
921 with management experience of at least 80 working days with regular wages provided by a government
922 or community agency. Working under the supervision of a professor and a designated official of the
923 agency, students produce an extended report exploring a concern of the agency. PREREQ: ~~PSPA-1000 or~~
924 ~~1010~~ PAD 3100 and PLS 2330, and consent of instructor and department chair.

925 Course title: Practicum Public Admin

926 Code: PRC

927

928

929 **12.12 Course Proposal:** replace PAD 1000 with PLS 1010 in prerequisites for PAD 3980 and 3990930 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
931 many of our classes to be opened up to increase exposure of our department to students exploring the
932 major without changing the nature of the courses. Changes to the prerequisites for the PAD courses
933 reflect the deletion of PAD 1000.

934

935 Dept vote: 11 for; 0 against; 2 abstain

936 Affect others: no

937 Cross-Listing: no

938 Additional Resources: no

939 Affects Articulation Agreement: no

940 Affects Degree Pathway: no

941 Affects CAA Degree Plan: no

942

943 COURSE DESCRIPTIONS:

944 PAD 3980 Directed Research in Public Administration I

945 Hours: 1-3

946 Prerequisites: ~~PAD-1000~~ PLS 1010 and permission of instructor

947 Required: no

948 Course description: Written acceptance by a supervising faculty member is required, based on the
949 student's written proposal. A copy of the proposal together with the faculty member's acceptance must
950 be submitted for approval to the Department Chair prior to registration. PREREQ: ~~PAD-1000~~ PLS
951 1010 and permission of instructor.

952 Course title: Dir Research Public Admin

953 Code: IND

954

955 PAD 3990 Directed Research in Public Administration II

956 Hours: 1-3

957 Prerequisites: ~~PAD-1000~~ PLS 1010 and permission of instructor

958 Required: no

959 Course description: Written acceptance by a supervising faculty member is required, based on the
960 student's written proposal. A copy of the proposal together with the faculty member's acceptance must

961 be submitted for approval to the Department Chair prior to registration. PREREQ: ~~PAD 1000~~ PLS
 962 1010 and permission of instructor.

963 Course title: Dir Research Public Admin 2
 964 Code: IND

965
 966

967 **12.13 Course Proposal:** revise prerequisites for PAD 4530, disconnect from PAD 5510, and link to PAD
 968 5000 (**Pending approval from Graduate Council**)

969 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
 970 many of our classes to be opened up to increase exposure of our department to students exploring the
 971 major without changing the nature of the courses. Changes to the prerequisites for the PAD courses
 972 reflect the deletion of PAD 1000.

973

974 Dept vote: 11 for; 0 against; 2 abstain

975 Affect others: no

976 Cross-Listing: dual listing with graduate course

977 Additional Resources: no

978 Affects Articulation Agreement: no

979 Affects Degree Pathway: no

980 Affects CAA Degree Plan: no

981

982 COURSE DESCRIPTIONS:

983 PAD 4530/~~5510~~5000 Advanced Public Administration

984 Hours: 3

985 Prerequisites: PAD ~~2100~~ 3100, PLS 2330

986 Required: no

987 Course description: Focus on managerial, political, and legal theories and processes of public
 988 administration; examination of how these are used to fulfill legislative, executive, and judicial mandates
 989 for the provision of regulatory and service functions for American society as a whole, and for some
 990 segments of it. PREREQ: PAD ~~2100~~ 3100, PLS 2330.

991 Course title: Adv Public Admin

992 Code: LEC

993

994

995 **12.14 Course Proposal:** replace PAD 1000 with PLS 1010 in prerequisites for undergraduate sections of
 996 PAD 4550/5550 and 4770/5770

997 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
 998 many of our classes to be opened up to increase exposure of our department to students exploring the
 999 major without changing the nature of the courses. Changes to the prerequisites for the PAD courses
 1000 reflect the deletion of PAD 1000.

1001

1002 Dept vote: 11 for; 0 against; 2 abstain

1003 Affect others: no

1004 Cross-Listing: no

1005 Additional Resources: no

1006 Affects Articulation Agreement: no

1007 Affects Degree Pathway: no

1008 Affects CAA Degree Plan: no
 1009
 1010 COURSE DESCRIPTIONS:
 1011 PAD 4500/5500 Policy Studies
 1012 Hours: 3
 1013 Prerequisites: ~~PAD 1000~~-PLS 1010
 1014 Required: no
 1015 Course description: This course will examine the theories and concepts used in the study of public
 1016 policy. Approaches to analyzing both process and outcomes will be discussed. Students will engage in
 1017 the study of policy problems and the practical or applied implementation of policy analysis. PREREQ:
 1018 ~~PAD 1000~~-PLS 1010.
 1019 Course title: Policy Studies
 1020 Code: LEC
 1021
 1022 PAD 4770/5770 Topics in Public Policy
 1023 Hours: 3
 1024 Prerequisites: ~~PAD 1000~~-PLS 1010
 1025 Required: no
 1026 Course description: This course will focus on a substantive policy issue area, focusing on policy and
 1027 administrative issues surrounding the issue area. The specific policy will vary by semester. PREREQ: ~~PAD~~
 1028 ~~1000~~-PLS 1010.
 1029 Course title: Topics in Public Policy
 1030 Code: LEC
 1031
 1032
 1033 **12.15 Course Proposal:** revise title of PLS 4510
 1034 **Rationale:** Name change corresponds to how the course is discussed by the department and simplifies
 1035 the catalogue.
 1036
 1037 Dept vote: 11 for; 0 against; 2 abstain
 1038 Affect others: no
 1039 Cross-Listing: no
 1040 Additional Resources: no
 1041 Affects Articulation Agreement: no
 1042 Affects Degree Pathway: no
 1043 Affects CAA Degree Plan: no
 1044
 1045 COURSE DESCRIPTIONS:
 1046 PLS 4510-~~Formulation and Conduct of~~ American Foreign Policy
 1047 Hours: 3
 1048 Prerequisites: PLS 1000 or 1010
 1049 Required: no
 1050 Course description: This course examines how United States foreign policy is both created and
 1051 conducted. It characterizes American foreign policy in general, looks at how government institutions act
 1052 and interact with one another on foreign policy issues, and discusses the position of the United States in
 1053 world politics. The roles and interrelations of the executive, Congress, the departments of state and

1054 defense, the intelligence community, the media, and public opinion are areas that may be covered.

1055 PREREQ: PLS 1000 or 1010.

1056 Course title: American Foreign Policy

1057 Code: LEC

1058

1059

1060 **12.16 Program Proposal:** revise options in Core, International Studies track, and Public Policy and
 1061 Administration track for B.S. in Political Science; remove Applied Gerontology Minor description from
 1062 Public Administration track

1063

1064 **Rationale:** This proposal to change the requirements for the major in Political Science allows our
 1065 department to finalize the recombination of the two separate programs after the Political Science and
 1066 Public Administration programs were rejoined two years ago. This allows for our department to meet
 1067 the needs of our undergraduate majors. This change will allow us to have one cohesive departmental
 1068 core again. It also allows the department to require our Writing in the Disciplines course for our majors.

1069

1070 Dept vote: 10 for; 1 against; 2 abstain

1071 Affect others: No

1072 New or Revised Courses: Yes

1073 Additional Resources: No

1074 Affects Degree Pathway: Yes

1075 Affects CAA Degree Plan: No

1076

1077 Catalog Entry: see pp. 30-32

1078

1079

1080 **12.17 Program Proposal:** revise Academic Concentration in Political Science to reflect proposed course
 1081 revisions

1082 **Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science
 1083 allows our department to finalize the recombination of the two separate programs after the Political
 1084 Science and Public Administration programs were rejoined two years ago.

1085

1086 Dept vote: 10 for; 1 against; 2 abstain

1087 Affect others: No

1088 New or Revised Courses: Yes

1089 Additional Resources: No

1090 Affects Degree Pathway: No

1091 Affects CAA Degree Plan: No

1092

1093 Catalog Entry: see pp. 30-32

1094

1095

1096 **12.18 Program Proposal:** revise Minor in Political Science to reflect proposed course revisions

1097 **Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science
 1098 allows our department to finalize the recombination of the two separate programs after the Political
 1099 Science and Public Administration programs were rejoined two years ago.

1100

1101 Dept vote: 10 for; 1 against; 2 abstain

1102 Affect others: No

1103 New or Revised Courses: Yes

1104 Additional Resources: No

1105 Affects Degree Pathway: No

1106 Affects CAA Degree Plan: No

1107

1108 Catalog Entry: see pp. 30-32

1109

1110

1111 **12.19 Program Proposal:** revise Minor in Public Administration to reflect proposed course revisions

1112 **Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science

1113 allows our department to finalize the recombination of the two separate programs after the Political

1114 Science and Public Administration programs were rejoined two years ago.

1115

1116 Dept vote: 10 for; 1 against; 2 abstain

1117 Affect others: No

1118 New or Revised Courses: Yes

1119 Additional Resources: No

1120 Affects Degree Pathway: No

1121 Affects CAA Degree Plan: No

1122

1123

1124 Catalog Entry:

1125

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

1126

Chair: Kevin S. Freeman

1127 William G. Albrecht, Gary Anderson, Daniel G. Barbee, Kirill Bumin, Tracy Cooper, Nicholas A.

1128 Giannatasio, Carole Graham, Michael R. Hawthorne, ~~Kenneth D. Kitts~~¹ Mark Milewicz^{1,2} Emily A. Neff-

1129 Sharum, Elizabeth L. Normandy^{2,3} ~~Michael Pennington~~⁴ Robert O. Schneider, Joe F. West

1130

1131 ¹ ~~Provost and Vice Chancellor for Academic Affairs~~² Dean, Esther G. Maynor Honors College

1132

³ ² Associate Vice Chancellor, Academic Planning and Special Projects

1133

³ MPA Program Director

1134

1135 Political Science is the systematic study of politics. In its broadest sense, politics includes the
1136 decision-making and decision-enforcing processes concerned with the use of valued resources for any
1137 group that makes and enforces rules for its members. In this department the emphasis is upon the parts
1138 of these processes involving the government.

1139 The Department of Political Science seeks to follow the aims of the liberal arts tradition. It also
1140 seeks to provide political science and public administration students with an educational background
1141 that will prepare them for a wide range of career opportunities and that are expected by prospective
1142 employers from the fields of Law, Foreign Service, Public Administration, Public Policy, Journalism,
1143 "Practical Politics," and Teaching.

1144 The Department also offers the Master of Public Administration (M.P.A.) degree with
1145 concentrations in Public Management, Criminal Justice, Emergency Management, and Health
1146 Administration. For complete information about programs and courses, see the School of Graduate
1147 Studies section of the catalog.

1148		
1149	BACHELOR OF ARTS IN POLITICAL SCIENCE	
1150	Requirements for a Bachelor of Arts Degree in Political Science	Sem. Hrs.
1151	Freshman Seminar	1
1152	General Education Requirements*	44
1153	Major Requirements	37
1154	Electives	39
1155	Total:	121
1156		
1157	MAJOR REQUIREMENTS: (37 Hours)	
1158	Introductory Requirement (6 Hours): PLS 1000 or PAD 1000 , 1010	
1159	Core Courses General, Pre-Law, and International Studies Options (13 Hours): PLS 2000 or 2510* , 2170,	
1160	2330, 3520 2510	
1161	*Students pursuing a concentration in International Studies are required to take both PLS 2000 and	
1162	2510.	
1163	Public Administration Options: PAD 2010, 2100, 2190, 2330	
1164		
1165	Option Courses [choose one option package below] 18	Total: 37
1166	1 PAD 1000 for Public Administration options; PLS 1000 for all other options	
1167	General Option Package: Choose any six additional Political Science (PLS or PLSS) or Public	
1168	Administration (PAD or PADS) courses with at least four of the six at the 3000 or 4000 level.	
1169		
1170	Pre Law Option Package: PLS 3030 or PHI 2050; PLS 3100, 3110, 3120; Two two other Political Science	
1171	courses at the 3000 or 4000 level chosen in consultation with the Pre-Law Advisor 246	
1172		
1173	International Studies Option Package: Students must take both PLS 2000 and 2510 core courses, any	
1174	two courses from PLSS 3000-3100, and three Four other courses taken from the following list: PLS	
1175	2060***, 2070***, 2520, 3025, 3220, 3312, 3600**, 3610**, 3620, 3750, 3800, 3810, 4170, 4200, 4300,	
1176	4400, 4510, 4520, PLSS 3010-3100, WLS 4300	
1177		
1178	Public Policy and Administration Option Package: PAD 3440, 3600 , PLS or PAD 2010 or PLS 2150; PAD	
1179	3100; PAD 3190; PAD 4530 or PAD 4500 or 4770; ECN 2020 or 2030; Select one 3000- or 4000-level	
1180	course in Public Administration, Political Science, or Economics	
1181		
1182	Public Administration with Applied Gerontology Minor: (54 hours) 1. Complete Public Administration	
1183	Option Major Requirements above. (37 hours) 2. Complete Applied Gerontology Minor (17 hours) Select	
1184	17 hours from the following: BIO 1030 or PED 3490; SAB/SWK 2700; NUR 3300; PSY 3050; REC 4250;	
1185	SWK 3000; SOC 3750; SWK 3840; any course with the GERS designation sponsored by the Southeastern	
1186	Gerontology Consortium. Complete a field practicum in an agency that serves the elderly populations.	
1187		
1188	*Students who plan a major in Political Science should consult with the Department Chair prior to	
1189	registering for General Education courses.	
1190	**Assumes that said internships are with public or private enterprises with a clear international focus, as	
1191	determined by the Department Chair.	
1192	***While both PLS 2060 and PLS 2070 can be taken up to four times each, they only count once each for	
1193	the purpose of major fulfillment.	
1194		

1195 **ACADEMIC CONCENTRATION**

1196 **Academic Concentration in Political Science: (28 Hours)** For students seeking a baccalaureate degree in
 1197 Elementary Education, Special Education, or Physical Education, the Political Science Department offers
 1198 an Academic Concentration of 28 hours. This Academic Concentration is available to other students,
 1199 regardless of major. Requirements: PLS 1000, 1010, 2000 or 2510, 2170, 2330, 3520 2510; Any three
 1200 additional courses in political science with at least one at the 3000 or 4000 level.

1201

1202 **MINORS**

1203 **Legal Studies Minor: (18 Hours)** The minor in legal studies is designed to accommodate the student who
 1204 is majoring in some other discipline and also quite interested in going to law school and pursuing a legal
 1205 career. This allows the student to concentrate in a particular area of expertise within which he or she
 1206 plans to specialize once the student begins to practice law. Rather than require the student to major in
 1207 political science, the minor in Legal Studies gives the student more flexibility to pursue other interests
 1208 while receiving a sound preparation for law school study. Requirements: PLS 1000, 1010, 2170, 3100,
 1209 3110, 3120

1210

1211 **General Political Science Minor: (19 Hours)** This minor is less structured because the department wishes
 1212 to accommodate the student who enjoys political science, but who does not wish to pursue a major
 1213 because of other career or vocational goals. The department wishes to encourage the student to take an
 1214 “eclectic” approach and enroll in courses that discuss topics of interest to the student so that the
 1215 individual needs of the student will be better met. Requirements: PLS 1000, 1010, 2000 or 2510, 2330
 1216 and any two additional 3000- or 4000-level Political Science courses.

1217

1218 **Public Administration Minor: (19 Hours)** Many students would benefit from a structured set of courses
 1219 outlining the operations and problems of the administrator of a public agency. Even if the student never
 1220 seeks employment as public administrator, the department believes that exposure to these courses
 1221 within the public administration minor will help the student to perform their private sector
 1222 administration roles more capably, especially since the growth of government has created numerous
 1223 points of contact between public sector and private sector administrators. Requirements: ~~PAD 1000~~ PLS
 1224 1010, PAD 2010 or PLS 2010 or 2150, PLS 2330, 2100, PAD 3100, 3190 2190, 2330; One other PAD
 1225 course at the 3000 or 4000 level.

1226

1227 The Department participates in two interdepartmental minors: Personnel and Organizational Leadership
 1228 and World Studies. For further details, see Special Programs section.

1229

1230 **13. Proposals from the Department of Art**

1231 **13.1 Course Proposal:** delete ART 4070 and 4080

1232 **Rationale:** These courses have not been taught in over 10 years. Our NASAD accreditation requires that
1233 we remove courses not taught within 3 years.

1234
1235 Dept vote: 10 for; 0 against; 0 abstain

1236 Affect others: No

1237 Cross-Listing: No

1238 Additional Resources: No

1239 Affects Articulation Agreement: No

1240 Affects Degree Pathway: No

1241 Affects CAA Degree Plan: No

1242
1243 COURSE DESCRIPTIONS:

1244 ~~ART 4070/4080 Art Supervision~~

1245 Course description: ~~Restricted to the advanced major who is supervising only in his area of~~
1246 ~~concentration or secondary interest and has junior or senior standing. Designed for advanced art majors~~
1247 ~~to obtain experience in directing beginning students in studio techniques. Credit, 3 semester hours.~~

1248 ~~Course title: Art Supervision~~

1249
1250

1251 **13.2 Course Proposal:** Remove ART 3060 from the list of prerequisites for ART 4000

1252 **Rationale:** ART 3060 does not exist

1253
1254 Dept vote: 10 for; 0 against; 0 abstain

1255 Affect others: No

1256 Cross-Listing: No

1257 Additional Resources: No

1258 Affects Articulation Agreement: No

1259 Affects Degree Pathway: No

1260 Affects CAA Degree Plan: No

1261
1262 COURSE DESCRIPTIONS:

1263 ART 4000 Art Education Curriculum

1264 Hours: 3

1265 Prerequisites: ART 3050, ~~ART 3060~~, ART 3080

1266 Required: yes (already required for program)

1267 Course description: This course focuses on the creative abilities of students in grades 7-12. The course
1268 will explore various processes and techniques appropriate for upper level students, different styles of
1269 learning (including those of students with special needs), and techniques of classroom maintenance and
1270 management. Credit, 3 semester hours.

1271 Course title: Art Education Curriculum

1272 Code: LEC

1273
1274

1275 **13.3 Program Proposal:** From the Art History Minor, remove the note that says "ART 5050 and ART 5110
1276 do not fulfill this requirement." Retain "ART 2050 does not fulfill this requirement."

1277 **Rationale:** ART 5050 does not exist in the graduate catalog

1278

1279 Dept vote: 9 for; 0 against; 0 abstain

1280 Affect others: No

1281 New Courses: No

1282 Additional Resources: No

1283 Affects Degree Pathway: No

1284 Affects CAA Degree Plan: No

1285

1286 Catalog Entry: see pp. 34-37

1287

1288

1289 **13.4 Program Proposal:** revise B.A. in Art to create two tracks (Studio Art and K-12 Licensure)

1290 **Rationale:** The BA in Art Education Degree has been underperforming and the department plans to

1291 eliminate the degree. There is still a need to offer licensure to our students, therefore we have decided

1292 to create two tracks: BA in Art: Studio and BA in Art: Art Education Licensure (K-12).

1293

1294 Dept vote: 9 for; 0 against; 0 abstain

1295 Affect others: No

1296 New Courses: No

1297 Additional Resources: No

1298 Affects Degree Pathway: Yes

1299 Affects CAA Degree Plan: Yes

1300

1301 Catalog Entry: see pp. 34-37

1302

1303

1304 **13.5 Program Proposal:** delete B.A. in Art Education degree program

1305 **Rationale:** The BA in Art Education Degree has been underperforming and the department wishes to

1306 eliminate the degree. There is still a need to offer licensure to our students, therefore we plan to

1307 create two tracks: BA in Art: Studio and BA in Art: Art Education Licensure (K-12).

1308

1309 Dept vote: 9 for; 0 against; 0 abstain

1310 Affect others: No

1311 New Courses: No

1312 Additional Resources: No

1313 Affects Degree Pathway: Yes

1314 Affects CAA Degree Plan: Yes

1315

1316

1317 Catalog Entry:

1318

ART

1319

Interim Chair: Carla Rokes

1320 Faculty: Joseph Begnaud, Richard Gay, Ann Horton-Lopez, John Antoine Labadie, Nancy Palm, Brandon

1321

Sanderson, Adam Walls, Scott Ziegler

1322

1Art Education Graduate Director

1323

2Media Integration Studies Minor Coordinator

1324 3Art Education Undergraduate Coordinator
 1325 4A.D. Gallery Director
 1326 5Interim Associate Dean, College of Arts and Science
 1327

1328 The mission of the Art Department is two fold: 1) contribute a necessary and integral component to
 1329 the mission of the University by providing opportunities for broad artistic and intellectual development
 1330 of the University body; and 2) specifically nurture and support the quality education of those who have
 1331 chosen fine arts as a professional goal either as producing artists or as teachers.

1332 The faculty is committed to excellence in teaching, research, and service to the university and the
 1333 community. The Department strives to provide a learning environment which nurtures not only the
 1334 artistic spirit but also the professionalism of the prospective art teacher as well. The studio oriented
 1335 track leads to study at the graduate level or employment. The Art Education track leads to teacher
 1336 licensure in grades K-12.

1337 Students must complete a portfolio review designed to demonstrate competencies in foundations;
 1338 therefore, all foundation courses should be completed by December of the sophomore year.

1339 Before graduating, seniors are required to present acceptable exhibitions of work from their areas of
 1340 concentration and undergo a critique of that exhibition by faculty.

1341

1342 BACHELOR OF ARTS IN ART

1343 BA in ART: STUDIO

1344 Requirements for a Bachelor of Arts Degree	Sem. Hrs.
1345 Freshman Seminar and General Education	45
1346 Major Requirements	
1347 Foundations: 1010, 1020, 1320	9
1348 Studio Core: ART 1050, 1110, 1330, 1400, 1500, 2150, 2320, 1349 2500	24
1350 Primary Studio Area	
1351 9 hours beyond the core from one of the following areas:	9
1352 Ceramics, Digital Arts**, Drawing**, Painting, Printmaking, 1353 or Sculpture	
1354 Secondary Studio Area	
1355 6 hours beyond the core from another studio area	6
1356 Professional Art Practices: ART 4031***	3
1357 Art History	
1358 ART 2080, 2090, 4330, and two of the following:	15
1359 ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310, 4320, 1360 or appropriate ARTS 3xxx or 4xxx	
1361 Electives	9
1362	Total: 120

1363 *Students who plan to major in Art should consult the Department Chair prior to registering for
 1364 General Education Courses.

1365 **Intermediate level does not count toward the 9 hours.

1366 ***Taken in spring of junior year

1367

1368 BA in ART: ART EDUCATION LICENSURE (K-12) ~~BACHELOR OF ARTS IN ART EDUCATION (K-12)~~

1369 Coordinator: TBA ~~Tulla Lightfoot~~

1370 Requirements for a Bachelor of Arts Degree with Licensure of Teaching at the K-12 Level

1371 (see Teacher Education Program).

1372 Upon successful completion of the program of study in Art Education and related requirements,
 1373 graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a
 1374 more detailed description, including the program standards and goals and objectives, turn to
 1375 Undergraduate Licensure Programs in the School of Education section of this catalog.

1376		
1377	Course Requirements	Sem. Hrs.
1378	Freshman Seminar and General Education	45
1379	Content Courses	
1380	ART 1010, 1020 or 1050, 1110, 1320, 1330, 1400, 1500, 2150*,	33 39
1381	2080, 2090, 2500 , 4330, 4331	
1382	Advanced Studio Area	9 6
1383	6 9 hours beyond content courses in one studio discipline	
1384	Professional Studies Core	12
1385	EDN 2100, 3130, 3150, SED 3310	
1386	Content Pedagogy	21
1387	ART 3050, 3080, 3090, 4000, 4490	
1388	Guided Art Electives	6 3
1389		Total: 126

1390 *Does not count as advanced art studio.

1391 NOTE: Students who desire teacher licensure in Art Education should declare the major as soon as
 1392 possible in their college career. Consultation with the Program Coordinator or program advisor prior
 1393 to registering for General Education courses is strongly recommended.

1394

1395 **ACADEMIC CONCENTRATION:**

1396 **Requirements for an Academic Concentration in Art**

1397 For students seeking a baccalaureate degree in Elementary Education, Special Education, or
 1398 Physical Education, the Art Department offers an Academic Concentration of 21 hours. This Academic
 1399 Concentration is available to other students, regardless of major.

1400 **Required Twelve Semester Hour Core**

1401 ART 1010, 1020, 1320, 3050 12

1402 **Required Three Credit Global Perspective in Art**

1403 Choose one course from the following: ART 2050, 2080, 2090, 3090 3

1404 **Studio Electives**

1405 Choose two other courses from the following: ART 1050, 1110, 1330,

1406 1400, 1500, 2150 6

1407 **Total: 21**

1408

1409 **MINORS:**

1410 **Requirements for a Minor in Studio Art**

1411 The Minor in Studio Art is designed to offer a fundamental background in visual art production
 1412 for the non-Art major. Eighteen semester hours are required.

1413 **Required Courses:** ART 1010, 1050, 1320 9

1414 Plus nine hours of studio electives* (taken after prerequisites if applicable) 9

1415 **Total: 18**

1416 *ART 1450, 2050, and art history courses do not fulfill this requirement.

1417

1418	Requirements for a Minor in Art History	
1419	The Art History minor allows students to augment any major with courses that analyze the	
1420	history, theory, and criticism of world visual culture. Eighteen semester hours are required.	
1421	Required Courses: ART 2080, 2090	6
1422	Plus twelve hours of electives* (taken after prerequisites if applicable):	12
1423	ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310,	
1424	4320, 4330, ARTS 3xxx, 4xxx, PHI 4230	
1425		Total: 18
1426	*ART 2050, 5050 , and 5110 does not fulfill this requirement	
1427		
1428	Requirements for a Minor in Media Integration Studies	
1429	Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios	
1430	within three academic departments: Art, Mass Communication, and Music.	
1431	Required Courses: ART 1450, ART/MUS 3800, 4580, 4800	12
1432	Electives: Choose 2 courses from ART 1500, 2400, 2500, 3000, 3500,	
1433	4750, MUS 3580, 3670	6
1434		Total: 18
1435		

1436 **14. Proposals from the Department of Social Work**

1437 **14.1 Course Proposal:** The Department of Social Work proposes the following course description
 1438 changes and clarifications for the existing course, SWK 2000: Introduction to Social Work: 1) course
 1439 description language, and 2) the addition of the wording, *Social work majors must complete this course*
 1440 *with a minimum of grade C.*

1441
 1442 **Rationale:** The course description changes are being made in order to update and strengthen the
 1443 existing language of the course description and to clarify that social work majors must complete with a
 1444 grade of C or better. This addition is important to include as the SWK 2000 course is taken by both social
 1445 work and non-social work majors. These changes should add to the clarity of course requirements for
 1446 social work majors and those that are not social work majors.

1447
 1448 Dept vote: 9 for; 0 against; 0 abstain

1449 Affect others: No

1450 Cross-Listing: No

1451 Additional Resources: No

1452 Affects Articulation Agreement: No

1453 Affects Degree Pathway: No

1454 Affects CAA Degree Plan: No

1455

1456 COURSE DESCRIPTIONS:

1457 SWK 2000 Introduction to Social Work

1458 Hours: 3

1459 Prerequisites: ENG 1050, 1060

1460 Required: yes

1461 Course description: **This course provides an historical** ~~Historical~~ and current overview of the social
 1462 welfare system and the field of social work. **It covers basic** ~~Basic~~ social work concepts, social welfare
 1463 structure and services, **and an overview of** social work intervention methods. *Social work majors must*
 1464 *complete this course with a minimum of grade C.* Field experience required. PREREQ: ENG 1050, 1060.

1465 Course title: Intro to Soc Work

1466 Code: LEC

1467

1468

1469 **14.2 Course Proposal:** The Department of Social Work proposes the following course description
 1470 changes and clarifications for the existing course, SWK 2450: Human Diversity and Populations at Risk 1)
 1471 updates to course description language to include language on LGBT and religious group populations, 2)
 1472 addition of prerequisite courses to include ENG 1050 and 1060 and 3) to add a statement that *social*
 1473 *work majors must complete this course with a minimum grade of C.*

1474
 1475 **Rationale:** The course description changes are being made in order to update, strengthen and clarify the
 1476 existing language of the course description. The prerequisite additions of ENG 1050 and 1060 will clarify
 1477 to students, as it does in the SWK 2000 course description, that to take any of the pre-social work
 1478 courses (SWK 2000, 2450, 3710, or 3800) ENG 1050 and 1060 must be completed. The addition of the
 1479 statement that *social work majors must complete this course with a minimum of grade C* is addition is
 1480 important to include as the SWK 2450 course is taken by both social work and non-social work majors.
 1481 These changes should add to the clarity of course requirements for social work majors and non-majors.

1482

1483 Dept vote: 9 for; 0 against; 0 abstain

1484 Affect others: No

1485 Cross-Listing: No

1486 Additional Resources: No

1487 Affects Articulation Agreement: No

1488 Affects Degree Pathway: No

1489 Affects CAA Degree Plan: No

1490

1491 COURSE DESCRIPTIONS:

1492 SWK 2450 Human Diversity and Populations at Risk

1493 Hours: 3

1494 Prerequisites: [ENG 1050, 1060](#)

1495 Required: yes

1496 Course description: This course is designed to provide the student with a theoretical perspective on
 1497 human relations and to aid the student in acquiring a better understanding of diversity as it applies to
 1498 selected groups in the United States. Although other historically disadvantaged groups may be
 1499 addressed, a case study approach is utilized for the following: African-American, Asian-American, Native-
 1500 American, Latin-American, women, [LGBT, and religious group populations. Social work majors must](#)
 1501 [complete this course with a minimum of grade C. PREREQ: ENG 1050, 1060.](#)

1502 Course title: Hum Div & Pop At Risk

1503 Code: LEC

1504

1505

1506 **14.3 Course Proposal:** The Department of Social Work proposes the following course description
 1507 changes and clarifications for the existing course, SWK 3450: Human Behavior and Social Environment:
 1508 1) updates to course description language, 2) Clarification of prerequisite to include all social work
 1509 course prerequisites and the statement *and formal admission to BSW Program*.

1510

1511 **Rationale:** The course description changes are being made in order to update, strengthen, and clarify
 1512 the existing language of the course description and to clarify that students may enroll in the course only
 1513 if they have completed all prerequisite courses and have been formally admitted to the social work
 1514 program. These changes should add to the clarity of course and program requirements for social work
 1515 majors and non-majors.

1516

1517 Dept vote: 9 for; 0 against; 0 abstain

1518 Affect others: No

1519 Cross-Listing: No

1520 Additional Resources: No

1521 Affects Articulation Agreement: No

1522 Affects Degree Pathway: No

1523 Affects CAA Degree Plan: No

1524

1525 COURSE DESCRIPTIONS:

1526 SWK 3450 Human Behavior and Social Environment

1527 Hours: 3

1528 Prerequisites: BIO 1030 or PED 3490; SOC 1020; PSY 1010; SWK 2000; [SWK 2450; SWK 3710; SWK 3800;](#)
 1529 [and formal admission to the BSW Program.](#)

1530 Required: no

1531 Course description: ~~Behavior in the socio-cultural psychological and biological contexts which determine~~
 1532 ~~life-cycle development and behavior. Human functioning in the social environment. PREREQ: SOC 1020;~~
 1533 ~~BIO 1030 or PED 3490; PSY 1010; and SWK 2000~~

1534 This course focuses on human development from infancy through old age within the context of families
 1535 and communities. Biological changes and social, cultural, and psychological behaviors through the life-
 1536 cycle are discussed. Also discussed is human functioning in the social environment. PREREQ: BIO 1030 or
 1537 PED 3490; SOC 1020; PSY 1010; SWK 2000; SWK 2450; SWK 3710; SWK 3800; and formal admission to
 1538 the BSW Program.

1539 Course title: Hum Beh Soc Env I

1540 Code: LEC

1541

1542

1543 **14.4 Course Proposal:** The Department of Social Work proposes the following course description
 1544 changes and clarifications for the existing course, SWK 3480: Social Welfare Policies and Programs: 1)
 1545 updates to course description language, 2) removal of the Roman Numeral I from the course title, 3)
 1546 clarification of prerequisites to add SOC 1020, to clarify only SWK 2000, and to add the statement *and*
 1547 *formal admission to BSW Program or declaration of social welfare minor.*

1548

1549 **Rationale:** The removal of the Roman Numeral I from the course title is being done to clarify that there
 1550 are not two courses in this series. The course description changes are being made in order to update,
 1551 strengthen, and clarify the existing language of the course description and to clarify that students may
 1552 enroll in the course only if they have completed all prerequisite courses and have been formally
 1553 admitted to the social work program or declared social welfare as a minor. These changes should add to
 1554 the clarity of course and program requirements for social work majors and non-majors.

1555

1556 Dept vote: 9 for; 0 against; 0 abstain

1557 Affect others: No

1558 Cross-Listing: No

1559 Additional Resources: No

1560 Affects Articulation Agreement: No

1561 Affects Degree Pathway: No

1562 Affects CAA Degree Plan: No

1563

1564 COURSE DESCRIPTIONS:

1565 SWK 3480 Social Welfare Policies and Programs+

1566 Hours: 3

1567 Prerequisites: PLS 1000 or 1010; SOC 1020; SWK 2000; ECN 1000 or ECN/ GGY 2060; **and formal**
 1568 **admission to the BSW Program or declaration of social welfare minor.**

1569 Required: no

1570 Course description: **This course discusses** the process of policy-making, programming and planning.

1571 **S**ocial, cultural, economic, and political influences on the social welfare system. PREREQ: ECN 1000 or
 1572 ECN/ GGY 2060; PLS 1000 or 1010; SOC 1020; SWK 2000; **and formal admission to the BSW Program or**
 1573 **declaration of social welfare minor.**

1574 Course title: Social Welfare & Policies

1575 Code: LEC

1576

1577
 1578 **14.5 Course Proposal:** The Department of Social Work proposes the following course description
 1579 changes and clarifications for the existing course, SWK 3800: Social Work Practice I: 1) updates to course
 1580 description language, 2) addition of prerequisite courses to include ENG 1050 and 1060 3)
 1581 clarification/addition that SWK 2000 and 2450 are PRE or COREQs and 4) addition of the statement that
 1582 *social work majors must complete this course with a minimum grade of C.*

1583
 1584 **Rationale:** The course description changes are being made in order to update, strengthen, and clarify
 1585 the existing language of the course description. The prerequisite additions of ENG 1050 and 1060 will
 1586 clarify to students, as it does in the SWK 2000 course description, that to take any of the pre-social work
 1587 courses (SWK 2000, 2450, 3710, or 3800) ENG 1050 and 1060 must be completed. The addition of the
 1588 PRE or COREQ courses clarifies that students can take the SWK 3800 course following completion or
 1589 during completion of the other pre-social work courses. The addition of the statement that *social work*
 1590 *majors must complete this course with a minimum of grade C* is addition is important to include as the
 1591 SWK 3800 course is taken by both social work and non-social work majors. These changes should add to
 1592 the clarity of course requirements for social work majors and non-majors.

1593
 1594 Dept vote: 9 for; 0 against; 0 abstain

1595 Affect others: No

1596 Cross-Listing: No

1597 Additional Resources: No

1598 Affects Articulation Agreement: No

1599 Affects Degree Pathway: No

1600 Affects CAA Degree Plan: No

1601

1602 COURSE DESCRIPTIONS:

1603 SWK 3800 Social Work Practice I

1604 Hours: 3

1605 Prerequisites: ~~COREQ: SWK 2000, permission of instructor~~ PREREQ: ENG 1050, 1060; PREREQ OR

1606 COREQ: SWK 2000, SWK 2450

1607 Required: no

1608 ~~Course description: Social work methods for serving individuals, groups, and communities. [SWK majors~~
 1609 ~~must complete with a minimum 2.0.] COREQ: SWK 2000, permission of instructor.~~

1610 This course is designed to provide students with the necessary foundation or pre-practice skills to
 1611 proceed as a generalist social worker. It covers historical development of social work ethics and values,
 1612 provides a basic understanding of social work practice theories and applications, and offers students a
 1613 set of skills for basic interviewing in social work. *Social work majors must complete this course with a*
 1614 *minimum of grade C.* PREREQ: ENG 1050, 1060; PREREQ OR COREQ: SWK 2000, SWK 2450.

1615 Course title: SWK Practice I

1616 Code: LEC

1617

1618

1619 **14.6 Course Proposal:** The Department of Social Work proposes the following course description
 1620 changes and clarifications for the existing course, SWK 3850: Social Work Practice II: 1) updates to
 1621 course description language, 2) Clarification of prerequisites to include the statement *and formal*
 1622 *admission to BSW Program* and 3) to remove the statement *and permission of instructor.*

1623

1624 **Rationale:** The course description changes are being made in order to update, clarify, and strengthen
 1625 the existing language of the course description and to clarify that students may enroll in the course only
 1626 if they have completed all prerequisite courses and have been formally admitted to the social work
 1627 program. These changes should add to the clarity of course and program requirements for social work
 1628 majors.

1629
 1630 Dept vote: 9 for; 0 against; 0 abstain

1631 Affect others: No

1632 Cross-Listing: No

1633 Additional Resources: No

1634 Affects Articulation Agreement: No

1635 Affects Degree Pathway: No

1636 Affects CAA Degree Plan: No

1637

1638 COURSE DESCRIPTIONS:

1639 SWK 3850 Social Work Practice II

1640 Hours: 3

1641 Prerequisites: SWK 2000, 2450, 3710, and 3800 ~~and permission of instructor~~ and formal admission to
 1642 BSW Program

1643 Required: yes

1644 Course description: A continuation of SWK 3800, this course provides students with the necessary skills
 1645 for working with groups, organizations and communities to effect social change. The course enables
 1646 students to learn to design projects, programs and engage policies that benefit a large group of people
 1647 and communities. It challenges social work students to critical look at their role in society as change
 1648 agents. [SWK majors must complete with a minimum 2.0.] PREREQ: SWK 2000, 2450, 3710, and 3800
 1649 ~~and permission of instructor~~ and formal admission to BSW Program.

1650 Course title: SWK Practice II

1651 Code: LEC

1652

1653

1654 **14.7 Course Proposal:** The Department of Social Work proposes the following course description
 1655 changes and clarifications for the existing course, SWK 3910: Understanding Social Research: 1) updates
 1656 to course description language, and 2) clarification of prerequisites to include all prerequisite courses,
 1657 include the statement *formal acceptance into the BSW Program* and the statement *a minimum overall*
 1658 *QPA of 2.5.*

1659

1660 **Rationale:** The course description changes are being made in order to update, strengthen, and clarify
 1661 the existing language of the course description and to clarify that students may enroll in the course only
 1662 if they have completed all prerequisite courses, been formally accepted into the BSW Program and have
 1663 a current QPA of 2.5. These changes should add to the clarity of course and program requirements for
 1664 social work majors

1665

1666 Dept vote: 9 for; 0 against; 0 abstain

1667 Affect others: No

1668 Cross-Listing: No

1669 Additional Resources: No

1670 Affects Articulation Agreement: No

1671 Affects Degree Pathway: No

1672 Affects CAA Degree Plan: No

1673

1674 COURSE DESCRIPTIONS:

1675 SWK 3910 Understanding Social Research

1676 Hours: 3

1677 Prerequisites: ~~SWK 2000 and 3800~~, MAT 1050 or 1070; SOC 1020; SWK 2000; SWK 2450; SWK 3450;
1678 SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and
1679 a minimum overall QPA of 2.5.

1680 Required: yes

1681 Course description: This course introduces students to the social and behavioral science research
1682 processes, and provides them with foundational research skills. Focus is given to the ethics, standards,
1683 and methods of scientific inquiry in social research and the helping services. Particular emphasis is given
1684 to standards and methods to improve helping skills. The course is directed to the professional research
1685 needs of those preparing for careers in such areas as medical sociology and social work. It also
1686 introduces students to skills needed to search for research reports and to critically evaluate them to
1687 answer specific practice questions. Furthermore, the course focuses on skills for integrating information
1688 from multiple sources. PREREQ: ~~SWK 2000 and 3800~~, MAT 1050 or 1070; SOC 1020; SWK 2000; SWK
1689 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the
1690 BSW Program; and a minimum overall QPA of 2.5.

1691 Course title: Understnd Soc Research

1692 Code: LEC

1693

1694

1695 **14.8 Course Proposal:** The Department of Social Work proposes the following course description
1696 changes and clarifications for the existing course, SWK 4450: Human Behavior and Social Environment II:
1697 1) updates to course description language, 2) Clarification of prerequisite to include all social work
1698 course prerequisites and the statement *and formal admission to BSW Program*.

1699

1700 **Rationale:** The course description changes are being made in order to update, strengthen, and clarify
1701 the existing language of the course description and to clarify that students may enroll in the course only
1702 if they have completed all prerequisite courses and have been formally admitted to the social work
1703 program. These changes should add to the clarity of course and program requirements for social work
1704 majors and non-majors.

1705

1706 Dept vote: 9 for; 0 against; 0 abstain

1707 Affect others: No

1708 Cross-Listing: No

1709 Additional Resources: No

1710 Affects Articulation Agreement: No

1711 Affects Degree Pathway: No

1712 Affects CAA Degree Plan: No

1713

1714 COURSE DESCRIPTIONS:

1715 SWK 4450 Human Behavior and Social Environment II

1716 Hours: 3

1717 Prerequisites: SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850;
1718 formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.

1719 Required: yes

1720 Course description: This course is a continuation of SWK 3450. Special focus is placed on issues of
1721 human development that are the concerns of generic entry level social work practitioners. This course is
1722 a continuation of SWK 3450. Special focus is placed on basic information on the social environment as a
1723 set of larger systems. These larger systems determine and are determined by individual human
1724 behavior. These larger systems include societal institutions, communities and organizations, with
1725 particular attention given to the influence of ethnic, racial, gender and social class, as well as sexual
1726 orientation and cultural diversity in a pluralistic society. PREREQ: SWK 2000, SWK 2450; SWK 3450; SWK
1727 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a
1728 minimum overall QPA of 2.5.

1729 Course title: Hum Beh Soc Env II

1730 Code: LEC

1731

1732

1733

1734 **14.9 Course Proposal:** The Department of Social Work proposes the following course description
1735 changes and clarifications for the existing course, SWK 4800: Social Work Practice III: Clarification of
1736 prerequisites to include all prerequisite courses, include the statement *formal acceptance into the BSW*
1737 *Program* and the statement *a minimum overall QPA of 2.5*.

1738

1739 **Rationale:** The course description changes are being made in order to clarify that students may enroll in
1740 the course only if they have completed all prerequisite courses, been formally accepted into the BSW
1741 Program and have a current QPA of 2.5. These changes should add to the clarity of course and program
1742 requirements for social work majors.

1743

1744 Dept vote: 9 for; 0 against; 0 abstain

1745 Affect others: No

1746 Cross-Listing: No

1747 Additional Resources: No

1748 Affects Articulation Agreement: No

1749 Affects Degree Pathway: No

1750 Affects CAA Degree Plan: No

1751

1752 COURSE DESCRIPTIONS:

1753 SWK 4800 Social Work Practice III

1754 Hours: 3

1755 Prerequisites: ~~SWK 2450, 3450, 3480, 3850~~ SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600;
1756 SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA
1757 of 2.5.

1758 Required: yes

1759 Course description: This course is designed to further develop students' generalist social work skill.
1760 Practice content also emphasizes professional relationships that are characterized by mutuality,
1761 collaboration, and respect for the clients. This course includes content regarding knowledge, values and
1762 skills to enhance the well-being of people and to help ameliorate the environmental conditions that
1763 affect people adversely. Practice content also includes approaches to and skills for practice with clients

1764 from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all
 1765 sizes. PREREQ: ~~SWK 2450, 3450, 3480, 3850~~ SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600;
 1766 SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA
 1767 of 2.5.

1768 Course title: SWK Practice III

1769 Code: LEC

1770

1771

1772

1773 **14.10 Course Proposal:** The Department of Social Work proposes the following course description
 1774 changes and clarifications for the existing course, SWK 4900: Field Work: 1) removal of SWK 4480 from
 1775 concurrent course note, 2) clarification of prerequisites to include all prerequisite courses, include the
 1776 statement *formal acceptance into the BSW Program* and the statement *a minimum overall QPA of 2.5*
 1777 and 3) update of course description to indicate that students can take no more than 12 hours during
 1778 their field work (originally 15).

1779

1780 Rationale: The course description changes are being made in order to clarify that students may enroll in
 1781 the course only if they have completed all prerequisite courses, been formally accepted into the BSW
 1782 Program and have a current QPA of 2.5. The updates removing SWK 4480 from the concurrent course
 1783 note and changing the number of credit hours a student can take during field work from 15 to 12 are
 1784 made in response to the previously submitted course proposal and program proposal, which created
 1785 SWK 4600 merging SWK 4500 and 4480, and thus removing the SWK 4480 from the final semester. This
 1786 change was made in part to reduce the number of hours in a student's final semester. These changes
 1787 should add to the clarity of course and program requirements for social work majors.

1788

1789 Dept vote: 9 for; 0 against; 0 abstain

1790 Affect others: No

1791 Cross-Listing: No

1792 Additional Resources: No

1793 Affects Articulation Agreement: No

1794 Affects Degree Pathway: No

1795 Affects CAA Degree Plan: No

1796

1797 COURSE DESCRIPTIONS:

1798 SWK 4900 Field Work

1799 Hours: 9

1800 Prerequisites: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, ~~4500, 4600~~, 4800;
 1801 formal acceptance into the BSW Program; a minimum overall QPA of 2.5; and permission of instructor

1802 Required: yes

1803 Course description: Each student will complete a minimum of 32 hours per week in an assigned
 1804 supervised field setting. Successful completion of a minimum of 400 clock hours is required at the end of
 1805 the semester in order to receive a passing grade [see <http://www.uncp.edu/sw/fieldexp.html> for more
 1806 details]. The field work experience is designed to facilitate professional development as well as to
 1807 integrate social work skills, knowledge, and values. NOTE: Pass/Fail basis. SWK 4480, SWK 4900, and
 1808 SWK 4910 must be taken concurrently. PREREQ: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850,
 1809 3910, 4450, ~~4500, 4600~~, 4800; formal acceptance into the BSW Program; a minimum overall QPA of 2.5;
 1810 and permission of instructor. Students may only enroll in ~~12~~ 15 hours during their field work.

1811 Course title: Field Work

1812 Code: FWK

1813

1814

1815 **14.11 Course Proposal:** The Department of Social Work proposes the following course description
 1816 changes and clarifications for the existing course, SWK 4910: Integrative Seminar for Field Work: 1)
 1817 clarification of prerequisites to include all prerequisite courses, include the statement *formal acceptance*
 1818 *into the BSW Program* and the statement *a minimum overall QPA of 2.5* and 2) update of course
 1819 description to indicate that students can take no more than 12 hours during their field work (originally
 1820 15).

1821
 1822 **Rationale:** The course description changes are being made in order to clarify that students may enroll in
 1823 the course only if they have completed all prerequisite courses, been formally accepted into the BSW
 1824 Program and have a current QPA of 2.5. The update changing the number of credit hours a student can
 1825 take during field work from 15 to 12 are made in response to the previously submitted course proposal
 1826 and program proposal, which created SWK 4600 merging SWK 4500 and 4480, and thus removing the
 1827 SWK 4480 from the final semester. This change was made in part to reduce the number of hours in a
 1828 student's final semester and thus a student will now be asked to take only 12 hours in this final
 1829 semester. These changes should add to the clarity of course and program requirements for social work
 1830 majors.

1831

1832 Dept vote: 9 for; 0 against; 0 abstain

1833 Affect others: No

1834 Cross-Listing: No

1835 Additional Resources: No

1836 Affects Articulation Agreement: No

1837 Affects Degree Pathway: No

1838 Affects CAA Degree Plan: No

1839

1840 COURSE DESCRIPTIONS:

1841 SWK 4910 Integrative Seminar for Field Work

1842 Hours: 3

1843 Prerequisites: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, ~~4500~~, 4600, 4800;
 1844 *formal acceptance into the BSW Program; a minimum overall QPA of 2.5;* and permission of instructor

1845 Required: yes

1846 Course description: This course will focus on the transition from student to entry level professional. Each
 1847 student will engage in field work activity that will allow the development of generalist skills; will explore
 1848 multicultural/lifestyle and practice issues and will present a case in order to demonstrate the integration
 1849 of social work skills, knowledge and values. Each student will demonstrate the development of
 1850 professional communication skills and will be able to function in a human service setting. NOTE: Letter
 1851 grading basis. SWK 4900 and SWK 4910 must be taken concurrently. PREREQ: SWK 2000, 2450, 3450,
 1852 3480, 3600, 3710, 3800, 3850, 3910, 4450, ~~4500~~, 4600, 4800; *formal acceptance into the BSW Program;*
 1853 *a minimum overall QPA of 2.5;* and permission of instructor. Students may only enroll in ~~12~~ 12 hours
 1854 during their field work.

1855 Course title: Field Work Integrative Sem

1856 Code: SEM

1857

1858
1859

1860 **14.12 Course Proposal:** The Department of Social Work proposes a new course called Foundation Field I
1861 External Supervision (SWK 5010). It is a zero-credit hour core course for only MSW students who do not
1862 have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise
1863 him/her at his/her field placement agency. Students who enroll in this new course must concurrently
1864 enroll in SWK 5300 Foundation Practicum I and Seminar.

1865

1866 **Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *“Field*
1867 *instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program.*
1868 *For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program*
1869 *assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.”*
1870 The MSW program fulfills this accreditation requirement through the use of “External Field Supervisors.”
1871 Some of the social service agencies within our service area have excellent field education opportunities
1872 but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise
1873 student interns. In such situations, the Department of Social Work contracts a person who meets the
1874 CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor
1875 (hired by the agency) provide the student with day-to-day activities/assignments and task supervision.
1876 The external field supervisor work in collaboration with the task supervisor to obtain information about
1877 student’s field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field
1878 supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a
1879 student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory
1880 meetings (minimum of 10 hours per student per semester) with student to help the student to integrate
1881 social work theories with field activities/assignments, and to discuss field-related and/or social work
1882 profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential
1883 (unless it is clinically appropriate to share information with the MSW field director, field seminar faculty
1884 and other faculty).

1885

1886 Dept vote: 8 for; 0 against; 0 abstain

1887 Affect others: No

1888 Cross-Listing: No

1889 Additional Resources: No

1890 Affects Articulation Agreement: No

1891 Affects Degree Pathway: No

1892 Affects CAA Degree Plan: No

1893

1894 COURSE DESCRIPTIONS:

1895 SWK 5010: Foundation Field I External Supervision

1896 Hours: 0

1897 Co-requisites: SWK 5300 Foundation Practicum I and Seminar

1898 Required: no

1899 **New** Course description: Students who are assigned to a field site that does not have a credentialed field
1900 supervisor are required to complete a section of MSW external field supervisor in conjunction with field
1901 practicum and seminar. SWK 5010 Foundation Field I External Supervision must be taken concurrently
1902 with SWK 5300 Foundation Field I & Seminar. SWK 5010 is the first of four external supervisor
1903 experiences that enable students to apply master’s level coursework in a generalist practice setting.
1904 Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan

1905 activities that will support the development of generalist/advanced skills as specified in individualized
 1906 learning contracts. External MSW supervisors and students meet on a regular basis throughout the
 1907 semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional
 1908 identity.

1909 Course title: Found Field I Ext Superv

1910 Code: PRC

1911

1912 Syllabus: See Appendix D

1913

1914

1915 **14.13 Course Proposal:** The Department of Social Work proposes a new course called Foundation Field II
 1916 External Supervision (SWK 5020). It is a zero-credit hour core course for only MSW students who do not
 1917 have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise
 1918 him/her at his/her field placement agency. Students who enroll in this new course must concurrently
 1919 enroll in SWK 5400 Foundation Practicum II and Seminar.

1920

1921 **Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field*
 1922 *instructors for master's students hold a master's degree in social work from a CSWE-accredited program.*

1923 *For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program*
 1924 *assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."*

1925 The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors."

1926 Some of the social service agencies within our service area have excellent field education opportunities

1927 but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise

1928 student interns. In such situations, the Department of Social Work contracts a person who meets the

1929 CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor

1930 (hired by the agency) provide the student with day-to-day activities/assignments and task supervision.

1931 The external field supervisor work in collaboration with the task supervisor to obtain information about

1932 student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field

1933 supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a

1934 student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory

1935 meetings (minimum of 10 hours per student per semester) with student to help the student to integrate

1936 social work theories with field activities/assignments, and to discuss field-related and/or social work

1937 profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential

1938 (unless it is clinically appropriate to share information with the MSW field director, field seminar faculty

1939 and other faculty).

1940

1941 Dept vote: 8 for; 0 against; 0 abstain

1942 Affect others: No

1943 Cross-Listing: No

1944 Additional Resources: No

1945 Affects Articulation Agreement: No

1946 Affects Degree Pathway: No

1947 Affects CAA Degree Plan: No

1948

1949 COURSE DESCRIPTIONS:

1950 SWK 5020 Foundation Field II External Supervision

1951 Hours: 0

1952 Co-requisites: SWK 5400

1953 Required: no

1954 **New** Course description: Students who are assigned to a field site that does not have a credentialed field

1955 supervisor are required to complete a section of MSW external field supervisor in conjunction with field

1956 practicum and seminar. SWK 5020 Foundation Field I External Supervision must be taken concurrently

1957 with SWK 5400 Foundation Field I & Seminar. SWK 5020 is the second of four external supervisor

1958 experiences that enable students to apply master's level coursework in a generalist practice setting.

1959 Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan

1960 activities that will support the development of generalist/advanced skills as specified in individualized

1961 learning contracts. External MSW supervisors and students meet on a regular basis throughout the

1962 semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional

1963 identity.

1964 Course title: Found Field II Ext Superv

1965 Code: PRC

1966

1967 Syllabus: See Appendix D

1968

1969

1970 **14.14 Course Proposal:** The Department of Social Work proposes a new course called Concentration

1971 Field I External Supervision (SWK 5030). It is a zero-credit hour core course for only MSW students who

1972 do not have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to

1973 supervise him/her at his/her field placement agency. Students who enroll in this new course must

1974 concurrently enroll in SWK 5500 Concentration Practicum I and Seminar.

1975

1976 **Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field*

1977 *instructors for master's students hold a master's degree in social work from a CSWE-accredited program.*

1978 *For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program*

1979 *assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."*

1980 The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors."

1981 Some of the social service agencies within our service area have excellent field education opportunities

1982 but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise

1983 student interns. In such situations, the Department of Social Work contracts a person who meets the

1984 CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor

1985 (hired by the agency) provide the student with day-to-day activities/assignments and task supervision.

1986 The external field supervisor work in collaboration with the task supervisor to obtain information about

1987 student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field

1988 supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a

1989 student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory

1990 meetings (minimum of 10 hours per student per semester) with student to help the student to integrate

1991 social work theories with field activities/assignments, and to discuss field-related and/or social work

1992 profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential

1993 (unless it is clinically appropriate to share information with the MSW field director, field seminar faculty

1994 and other faculty).

1995

1996 Dept vote: 8 for; 0 against; 0 abstain

1997 Affect others: No

1998 Cross-Listing: No

1999 Additional Resources: No

2000 Affects Articulation Agreement: No

2001 Affects Degree Pathway: No

2002 Affects CAA Degree Plan: No

2003

2004 COURSE DESCRIPTIONS:

2005 SWK 5030: Concentration Field I External Supervision

2006 Hours: 0

2007 Co-requisites: SWK 5500

2008 Required: no

2009 **New** Course description: Students who are assigned to a field site that does not have a credentialed field

2010 supervisor are required to complete a section of MSW external field supervisor in conjunction with field

2011 practicum and seminar. SWK 5030 Concentration Field I External Supervision must be taken

2012 concurrently with SWK 5500 Concentration Field I & Seminar. SWK 5030 is the third of four external

2013 supervisor experiences that enable students to apply master's level coursework in a generalist practice

2014 setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to

2015 plan activities that will support the development of generalist/advanced skills as specified in

2016 individualized learning contracts. External MSW supervisors and students meet on a regular basis

2017 throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and

2018 develop professional identity.

2019 Course title: Concet Field I Ext Superv

2020 Code: PRC

2021

2022 Syllabus: See Appendix D

2023

2024

2025 **14.15 Course Proposal:** The Department of Social Work proposes a new course called Concentration

2026 Field II External Supervision (SWK 5040). It is a zero-credit hour core course for only MSW students who

2027 do not have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to

2028 supervise him/her at his/her field placement agency. Students who enroll in this new course must

2029 concurrently enroll in SWK 5800 Concentration Practicum I and Seminar.

2030

2031 Rationale: According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field*

2032 *instructors for master's students hold a master's degree in social work from a CSWE-accredited program.*

2033 *For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program*

2034 *assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."*

2035 The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors."

2036 Some of the social service agencies within our service area have excellent field education opportunities

2037 but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise

2038 student interns. In such situations, the Department of Social Work contracts a person who meets the

2039 CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor

2040 (hired by the agency) provide the student with day-to-day activities/assignments and task supervision.

2041 The external field supervisor work in collaboration with the task supervisor to obtain information about

2042 student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field

2043 supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a

2044 student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory

2045 meetings (minimum of 10 hours per student per semester) with student to help the student to integrate
 2046 social work theories with field activities/assignments, and to discuss field-related and/or social work
 2047 profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential
 2048 (unless it is clinically appropriate to share information with the MSW field director, field seminar faculty
 2049 and other faculty).

2050

2051 Dept vote: 8 for; 0 against; 0 abstain

2052 Affect others: No

2053 Cross-Listing: No

2054 Additional Resources: No

2055 Affects Articulation Agreement: No

2056 Affects Degree Pathway: No

2057 Affects CAA Degree Plan: No

2058

2059 COURSE DESCRIPTIONS:

2060 SWK 5040 Concentration Field II External Supervision

2061 Hours: 0

2062 Co-requisites: SWK 5800

2063 Required: no

2064 **New** Course description: Students who are assigned to a field site that does not have a credentialed field
 2065 supervisor are required to complete a section of MSW external field supervisor in conjunction with field
 2066 practicum and seminar. SWK SWK 5040 Concentration Field II External Supervision must be taken
 2067 concurrently with SWK 5800 Foundation Field I & Seminar. SWK 5040 is the fourth of four external
 2068 supervisor experiences that enable students to apply master's level coursework in a generalist practice
 2069 setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to
 2070 plan activities that will support the development of generalist/advanced skills as specified in
 2071 individualized learning contracts. External MSW supervisors and students meet on a regular basis
 2072 throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and
 2073 develop professional identity.

2074 Course title: Concet Field II Ext Superv

2075 Code: PRC

2076

2077 Syllabus: See Appendix D

2078

2079

2080 **14.16 Course Proposal:** The Department of Social Work proposes a new course called Integrated Health
 2081 Policy and Services (SWK 6700). It is a 3-hour credit elective course opened to Master of Social Work
 2082 students.

2083

2084 **Rationale:** The connection between behavioral health and overall health of an individual is clear, yet
 2085 services have largely remained siloed both within behavioral health (that is, separation of substance
 2086 abuse and mental health services) and between behavioral health and primary healthcare. In 2009, it
 2087 was estimated that 11 million U.S. adults (4.8 percent) had serious mental illness; of those, more than a
 2088 quarter (25.7 percent) had co-occurring substance dependence or abuse, related to either illicit drugs or
 2089 alcohol. Co-occurring health conditions require a high degree of collaboration and information sharing
 2090 among health care sectors and/or health service professionals in order to develop comprehensive
 2091 treatment plans that meet the needs of health service users. This course provides opportunities for

2092 synthesis and application of legislations and policies related to integration of primary care and
 2093 behavioral health services.

2094

2095 Dept vote: 8 for; 0 against; 0 abstain

2096 Affect others: No

2097 Cross-Listing: No

2098 Additional Resources: No

2099 Affects Articulation Agreement: No

2100 Affects Degree Pathway: No

2101 Affects CAA Degree Plan: No

2102

2103 COURSE DESCRIPTIONS:

2104 SWK 6700 Integrated Health Policy and Services

2105 Hours: 3

2106 Prerequisites: admission to MSW Program

2107 Required: no

2108 **New** Course description: The purpose of this course is to provide intensive study of the evolution of the
 2109 integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis
 2110 and application of learning and practice of policy in this service arena. The content of the course reflects
 2111 the values of the social work profession and focuses on the role of the "social policy practitioner" in
 2112 assisting individuals in the maintenance or attainment of optimal health and mental health, social and
 2113 economic justice, and recovery and wellness. Theories related to organizational structure and change
 2114 within an Integrated Behavioral Health environment and strategies for practitioners to influence policies
 2115 and promote change in the interest of service consumer, agency, and society will be presented. The
 2116 course will provide the knowledge and skills necessary for direct involvement in the political and
 2117 organizational processes used to influence policy and delivery systems.

2118 Course title: Integrate Health Pol & Serv

2119 Code: LEC

2120

2121 Syllabus: See Appendix D

2122

2123

2124 **14.17 Course Proposal:** The Department of Social Work proposes a new course called International
 2125 Social Work and Social Development (SWK 6800). It is a 3-hour credit elective course opened to Master
 2126 of Social Work students.

2127

2128 **Rationale:** Advances in science and technology, interconnected transportation, and international trade
 2129 has made the world a small global community. This reality requires individuals and communities to be
 2130 aware of issues and situations in other parts of the world, and be cognizant of their responsibilities as
 2131 global citizens. This course is designed to give social work students an understanding of critical economic
 2132 and socio-cultural issues within a global context, and their implications for social work practice and
 2133 intervention. The course provides opportunities for students to cultivate a global perspective on social
 2134 problems and social work intervention.

2135

2136 Dept vote: 8 for; 0 against; 0 abstain

2137 Affect others: No

2138 Cross-Listing: No
 2139 Additional Resources: No
 2140 Affects Articulation Agreement: No
 2141 Affects Degree Pathway: No
 2142 Affects CAA Degree Plan: No
 2143
 2144 COURSE DESCRIPTIONS:
 2145 SWK 6800 International Social Work and Social Development
 2146 Hours: 3
 2147 Prerequisites: admission to MSW program
 2148 Required: no
 2149 **New** Course description: This course exposes students to theories, perspectives, and strategies of social
 2150 work practice and social development in less-industrialized, non-Western countries. Students will
 2151 explore the historical, sociocultural, economic, and environmental factors that influence social service
 2152 delivery in selected countries in Asia, Africa, Latin America, and the South Pacific. The course will also
 2153 explore the impact of globalization on social service delivery and strategies. The course will cover the
 2154 roles social workers and social welfare organization play in the selected countries. Students will have
 2155 opportunity to learn about various social work interventions strategies employed in the geographic
 2156 regions covered.
 2157 Course title: Intl Soc Wk & Soc Devt
 2158 Code: LEC
 2159
 2160 Syllabus: See Appendix D
 2161
 2162
 2163 **14.18 Program Proposal:** A change to the course options for the Social Welfare minor, shown on page
 2164 262 of the 2015-2016 academic catalog to remove the language *SWK 3450, 3700, 3820, 3830, 3840,*
 2165 *3880, 3910* and add the language *any social work elective course.*
 2166
 2167 **Rationale:** to allow for more elective options for social welfare minor students
 2168
 2169 Dept vote: 9 for; 0 against; 0 abstain
 2170 Affect others: No
 2171 New Courses: No
 2172 Additional Resources: No
 2173 Affects Degree Pathway: No
 2174 Affects CAA Degree Plan: No
 2175
 2176 Catalog Entry:
 2177 **Requirements for a Minor in Social Welfare** **Sem. Hrs.**
 2178 SWK 2000, 2450, 3480, and 9 hours from ~~SWK 3450, 3700, 3820, 3830, 3840,~~
 2179 ~~3880, 3910~~ any social work elective course. 18
 2180 NOTE: Students must have an overall QPA of 2.0 or higher before enrolling in any courses for the Minor
 2181 in Social Welfare.
 2182
 2183

2184 **14.19 Program Proposal:** add SWK 5010, 5020, 5030, 5040, 6700, and 6800 to elective options for
 2185 Master of Social Work ~~and Master of Social Work—Advanced Standing~~

2186

2187 **Rationale:**

2188 i) Field education or practicum is an integral part of the MSW curriculum. Sometimes, an agency
 2189 has an excellent field education opportunity but that agency does not have a MSW with 2-years post-
 2190 MSW experience (as required by the Council on Social Work Education, the accrediting agency for social
 2191 work programs) credentialed field supervisor to supervise student interns. In such situations, the
 2192 Department of Social Work contracts a person who meets the CSWE accreditation qualifications to
 2193 provide supervision to the MSW interns. The SWK 5010, SWK 5020, SWK 5030, and SWK 5040 MSW
 2194 course electives allow for students placed in agency without qualified supervisors to receive academic
 2195 supervision.

2196 ii) SWK 6700 elective course provides opportunities for MSW students to synthesize and apply
 2197 legislations and policies related to integration of primary care and behavioral health services. SWK 6800
 2198 elective course provides opportunities for students to cultivate a global perspective on social problems
 2199 and social work intervention. Adding both SWK 6700 and SWK 6800 give MSW students more elective
 2200 options to choose from. They also offer students who have particular interest in those areas to broaden
 2201 their knowledge and recognize the complex practice issues specific to the areas.

2202

2203 Dept vote: 8 for; 0 against; 0 abstain

2204 Affect others: No

2205 New Courses: Yes

2206 Additional Resources: No

2207 Affects Degree Pathway: Yes

2208 Affects CAA Degree Plan: No

2209

2210 Catalog Entry: see pp. 56-57

2211

2212

2213 **14.20 Program Proposal:** add SWK 5030, 5040, 6700, and 6800 to elective options for Master of Social
 2214 Work—Advanced Standing

2215

2216 **Rationale:**

2217 i) Field education or practicum is an integral part of the MSW curriculum. Sometimes, an agency
 2218 has an excellent field education opportunity but that agency does not have a MSW with 2-years post-
 2219 MSW experience (as required by the Council on Social Work Education, the accrediting agency for social
 2220 work programs) credentialed field supervisor to supervise student interns. In such situations, the
 2221 Department of Social Work contracts a person who meets the CSWE accreditation qualifications to
 2222 provide supervision to the MSW interns. The SWK 5010, SWK 5020, SWK 5030, and SWK 5040 MSW
 2223 course electives allow for students placed in agency without qualified supervisors to receive academic
 2224 supervision.

2225 ii) SWK 6700 elective course provides opportunities for MSW students to synthesize and apply
 2226 legislations and policies related to integration of primary care and behavioral health services. SWK 6800
 2227 elective course provides opportunities for students to cultivate a global perspective on social problems
 2228 and social work intervention. Adding both SWK 6700 and SWK 6800 give MSW students more elective
 2229 options to choose from. They also offer students who have particular interest in those areas to broaden
 2230 their knowledge and recognize the complex practice issues specific to the areas.

- 2231 Dept vote: 8 for; 0 against; 0 abstain
 2232 Affect others: No
 2233 New Courses: Yes
 2234 Additional Resources: No
 2235 Affects Degree Pathway: Yes
 2236 Affects CAA Degree Plan: No
 2237
 2238
 2239 Catalog Entry:

Requirements for a Master of Social Work	Sem. Hrs.
Required Courses SWK 5000 Micro Human Behavior and the Social Environment SWK 5050 Foundations of Social Work SWK 5060 Social Work Practice with Individuals SWK 5070 Social Welfare Policies and Analysis SWK 5100 Generalist Social Work Research SWK 5150 Macro Human Behavior and the Social Environment SWK 5200 Social Work in a Diverse Community SWK 5300 Foundation Practicum I and Seminar SWK 5400 Foundation Practicum II and Seminar	27
Concentration Courses SWK 5080 Advanced Generalist Practice in Rural Settings SWK 5410 Social Work Practice Administration in Rural Settings SWK 5430 Advanced Generalist Practice with Individuals and Families SWK 5450 Advanced Generalist Intervention Research SWK 5500 Concentration Practicum I and Seminar SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities SWK 5600 Advanced Clinical Assessment and Intervention Methods SWK 5800 Concentration Practicum II and Seminar	27
Electives (If taken out of the department, must have special permission) SWK 5010 Foundation Field I External Supervision SWK 5020 Foundation Field II External Supervision SWK 5030 Concentration Field I External Supervision SWK 5040 Concentration Field II External Supervision SWK 5320 Community Development and Social Planning in Rural Communities SWK 5700 Child Welfare SWK 5710 Grant Writing SWK 6200 Assessment and Treatment of Substance Abuse Disorder SWK 6300 Human Trafficking in the US SWK 6400 Forensic Social Work SWK 6500 Military Social Work SWK 6600 Advanced Social Work Practice in Integrative Healthcare SWK 6700 Integrated Health Policy and Services SWK 6800 International Social Work and Social Development SWKS 6xxx Special Topics in Social Work	6
Program Total	60

2240

Requirements for a Master of Social Work—Advanced Standing		Sem. Hrs.
Required Courses SWK 5110 Advanced Standing Bridge Course—Practice Module SWK 5120 Advanced Standing Bridge Course—HBSE Module SWK 5130 Advanced Standing Bridge Course—Research Module SWK 5140 Advanced Standing Bridge Course—Policy Module SWK 5080 Advanced Generalist Practice in Rural Settings SWK 5410 Practice Administration in Rural Settings SWK 5430 Advanced Generalist Practice with Individuals and Families SWK 5450 Advanced Generalist Intervention Research SWK 5500 Concentration Practicum I and Seminar SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities SWK 5600 Advanced Clinical Assessment and Intervention Methods SWK 5800 Concentration Practicum II and Seminar		35
Electives (If taken out of the department, must have special permission) SWK 5030 Concentration Field I External Supervision SWK 5040 Concentration Field II External Supervision SWK 5320 Community Development and Social Planning in Rural Communities SWK 5700 Child Welfare SWK 5710 Grant Writing SWK 6200 Assessment and Treatment of Substance Abuse Disorder SWK 6300 Human Trafficking in the US SWK 6400 Forensic Social Work SWK 6500 Military Social Work SWK 6600 Advanced Social Work Practice in Integrative Healthcare SWK 6700 Integrated Health Policy and Services SWK 6800 International Social Work and Social Development SWKS 6xxx Special Topics in Social Work		3
Program Total for Advanced Standing		38

2241

2242 **Appendix A**

2243 **MINUTES (pending approval)**
 2244 **Subcommittee on Curriculum**
 2245 **Thursday, February 4, 2016**
 2246 **3:30 PM Room 251 University Center**

2247
 2248 **Members Present:** Victor Bahhouth (S&BS to 2016), Chiuchu (Melody) Chuang (EDUC to 2016), Brian
 2249 Edwards (SGA Secretary), Jaime Martinez, Chair (LETT to 2016), Emily Neff-Sharum (S&BS to 2017),
 2250 Elizabeth Normandy (VC of AA Designee), José Rivera, Secretary (ARTS to 2016), Maria Santisteban
 2251 (NS&M to 2016), Lourdes Silva (Registrar), Roland Stout (NS&M to 2017), Emily Tobey (LETT to 2017),
 2252 Joseph Van Hassel (ARTS to 2017), Marian Wooten (EDUC to 2017)

2253
 2254 **Members Absent:** Andrew Yarborough (SGA Senator)

2255
 2256 **Guests:** Ki Chae (Educational Leadership & Counseling), Jeffrey Warren (Counseling), Karen Stanley,
 2257 (SOE Dean), Yale Kodwo-Nyamezea (Social Work), Rebekah Hazlett-Knudsen (Social Work)

2258
 2259 **1. Call to Order at 3:31 p.m.**

2260
 2261 **2. Adoption of Agenda (approved with corrections)**

2262
 2263 **2. Approval of Minutes of December 3, 2015**

2264 Minutes Approved: 12 passed, 0 against , 0 abstain

2265

2266

2267 **4. Proposals from the Department of English, Theatre, and Foreign Languages** (see pp. 4-6 and
 2268 Appendix B for proposal details)

2269 **4.1 Course Proposal:** Create SPN 3720 Spanish for Medical Professionals

2270 4.1 Proposal Approved : 12 passed, 0 against, 0 abstain. **Proposal will be forwarded to Academic Affairs**
 2271 **Committee for their vote** and then to the Chair of the Senate for signature only.

2272

2273 **4.2 Program Proposal:** Add SPN 3720 to the elective options in B.A. in Spanish, B.A. in Spanish with
 2274 Teacher Licensure (K-12), Academic Concentration in Spanish, and Minor in Spanish

2275 4.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
 2276 Academic Affairs Committee and Senate for signatures only.

2277

2278

2279 **5. Proposals from the Department of Social Work** (see pp. 7-9 and Appendix C for proposal details)

2280 **5.1 Course Proposal:** Create SWK 4600 Social Justice and Practice Ethics

2281 5.1 Proposal Approved: 12 passed, 0 against, 0 abstain. **Proposal will be forwarded to Academic Affairs**
 2282 **Committee for their vote** and then to the Chair of the Senate for signature only.

2283

2284 **5.2 Course Proposal:** Create SWK 4720 Social Work Practice with Individuals with Disabilities

2285 5.2 Proposal Approved: 12 passed, 0 against, 0 abstain. **Proposal will be forwarded to Academic Affairs**
 2286 **Committee for their vote** and then to the Chair of the Senate for signature only.

2287

2288 **5.3 Program Proposal:** Revise requirements and elective options for Bachelor of Social Work program

2289 5.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic
2290 Affairs Committee and the Senate for their vote.

2291

2292 **6. Proposals from the Department of Health, Physical Education, and Recreation** (see pp. 10-12 and
2293 Appendix D for proposal details)

2294 **6.1 Course Proposal:** Create EXER 5120 Advanced Methodologies in Health/PE II

2295 6.1 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2296 Committee for their vote and then to the Chair of the Senate for signature only.

2297

2298 **6.2 Program Proposal:** Revise course requirements for Master of Arts in Physical Education: Physical
2299 Education Licensure Concentration

2300 6.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic
2301 Affairs Committee and the Senate for their vote.

2302

2303 **6.3 Program Proposal:** Revise course requirements for Master of Arts in Teaching with Health/Physical
2304 Education Specialization

2305 6.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic
2306 Affairs Committee and the Senate for their vote.

2307

2308

2309 **7. Proposals from the Department of Educational Leadership and Counseling** (see pp. 13-28 and
2310 Appendix E for proposal details)

2311 **7.1 Course Proposal:** Revise prerequisites and description for CNS 5350 The Professional School
2312 Counselor

2313 7.1 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2314 Academic Affairs Committee and Senate for signatures only.

2315

2316 **7.2 Course Proposal:** Revise prerequisites and description for CNS 5450 The Clinical Mental Health
2317 Counselor

2318 7.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2319 Academic Affairs Committee and Senate for signatures only.

2320

2321 **7.3 Course Proposal:** Revise prerequisites and description for CNS 5600 Assessment Practices in
2322 Counseling

2323 7.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2324 Academic Affairs Committee and Senate for signatures only.

2325

2326 **7.4 Course Proposal:** Revise prerequisites and description for CNS 6100 Counseling Practicum

2327 7.4 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2328 Academic Affairs Committee and Senate for signatures only.

2329

2330 **7.5 Course Proposal:** Revise prerequisites and description for CNS 6120 Clinical Mental Health
2331 Counseling Internship

2332 7.5 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2333 Academic Affairs Committee and Senate for signatures only.

2334

2335 **7.6 Course Proposal:** Revise prerequisites and description for CNS 6130 School Counseling Internship

2336 7.6 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2337 Academic Affairs Committee and Senate for signatures only.

2338

2339 **7.7 Course Proposal:** Create CNS 5650 School Counselor as Leader, Advocate, and Consultant

2340 7.7 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2341 Committee for their vote and then to the Chair of the Senate for signature only.

2342

2343 **7.8 Course Proposal:** Create CNS 5750 College and Career Readiness

2344 7.8 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2345 Committee for their vote and then to the Chair of the Senate for signature only.

2346

2347 **7.9 Course Proposal:** Create CNS 5760 Legal Aspects of Educational Leadership and Cross-List with EDNL
2348 5860 Legal Aspects of Educational Leadership

2349 7.9 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2350 Committee for their vote and then to the Chair of the Senate for signature only.

2351

2352 **7.10 Course Proposal:** Create CNS 5770 Evidence-Based School Counseling

2353 7.10 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2354 Committee for their vote and then to the Chair of the Senate for signature only.

2355

2356 **7.11 Course Proposal:** Create CNS 5780 Addressing the Achievement Gap and Issues of Social Justice

2357 7.11 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2358 Committee for their vote and then to the Chair of the Senate for signature only.

2359

2360 **7.12 Program Proposal:** Revise program requirements and elective courses for M.A.Ed. in Professional
2361 School Counseling, and also revise description to reflect new course prerequisites, student learning
2362 objectives, and program-specific admissions requirements

2363 7.12 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic
2364 Affairs Committee and the Senate for their vote.

2365

2366 **7.13 Program Proposal:** Revise program description for M.A.Ed. in Clinical Mental Health Counseling to
2367 reflect new course prerequisites and remove student learning objectives from catalog

2368 7.13 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2369 Academic Affairs Committee and Senate for signatures only.

2370

2371

2372 **8. No Unfinished Business**

2373

2374 **9. New Business**

2375 Ms. Lourdes Silva (registrar) has requested that the curriculum committee review language to
2376 create policies reflecting proper protocol regarding course substitutions and exceptions to
2377 stated program requirements.

2378

2379 **10. Announcements:**

2380 Next Curriculum Meeting will be held on March 3 at 3:30 in UC 213

2381

2382 **11. Adjournment at 4:11 p.m.**

2383

2384 Appendix B

2385 Sects, "Cults," and New Religions

2386

2387 This course offers an overview of the new religions that have originated in North America and the world
 2388 in the last two centuries. The class will study the origins, history and beliefs of the different religious
 2389 groups, as well as the groups' place in the world in the present day.

2390

2391 **Texts**

2392 *Controversial New Religions*, 2nd ed. Eds. James R. Lewis and Jesper Aa. Petersen. (Oxford
 2393 University Press:Oxford) 2014.

2394 *The New Religious Movements Experience in America*, Eugene V. Gallagher in The American
 2395 Religious Experience series. Phillip Goff, Series Ed. (Greenwood Press: London) 2004.

2396 *New Religious Movements: A Documentary Reader*. Eds. Derek Daschke and W. Michael
 2397 Ashcraft. (New York University Press: New York) 2005.

2398

2399

2400

2401 **Course Requirements**

2400	Paper and Presentation	25%
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2401	4 Exams (12.5% each)	50%
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2402	4 Homework Assignments (3.75% each)	15%
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2403	Discussion Leader Presentation	10%
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Classroom Conduct and Procedures

1. Respect will be shown to your fellow class members and your instructor.

2. Laptop computers are allowed during lectures at the discretion of the instructor. The abuse of this privilege will result in withdrawal of the privilege. Laptops are **not** allowed during testing and certain other classroom activities. These activities are at the discretion of the instructor.

3. No cell phone, PDA or other electronic device use (whether talking, texting, e-mailing, web surfing, listening to music or any other application) during class. You will have **two(2) points subtracted** from your **final grade** for **EACH** incidence of cell phone or other electronic device use. This includes, but is not limited to: phone "pinging" or alerts that are audible, checking the phone for messages(i.e. Facebook, email, Twitter, voice mail, etc.) texting, phone displayed during class (I shouldn't be able to see(or hear) your phone) and any other unauthorized use.

4. No headphones, earbuds or headsets of any type will be used or worn in the class.

5. Disruptive behavior will not be tolerated.

6. Sleeping in class will result in dismissal from class.

7. Do **not** be late to class. **Tardiness** may result in a **2 point subtraction** from your final grade **per episode**.

8. Attendance Policy

For classes meeting three times weekly: More than three absences in the semester will affect your final grade. Four absences or more may result in failure.

For classes meeting twice weekly: More than two absences will affect your final grade, Three absences or more may result in failure.

2429 **“Make-up” information for all classes:** Inform your instructor in advance of absences whenever
 2430 possible, via e-mail. If an absence occurs on an exam date, a makeup exam **may** be given at the
 2431 discretion of the instructor. The instructor, depending upon the circumstances, may decide **not** to
 2432 administer a make-up exam. If this occurs the student will be awarded a zero, “0”, for that particular
 2433 exam. Make-up quizzes are **not** an option. Make-up homework is **not** an option. Make-up participation
 2434 grades are **not** an option. **Absences are not excused or unexcused they are simply times when you are**
 2435 **not present in class.** I decide if make-up work is available on a case by case basis in accordance with
 2436 University policy.

2437 **9. Late Assignments** All assignments are due at **the beginning** of class on the due date. Late
 2438 assignments will **not** be accepted without **prior** permission from the instructor. Do not depend upon the
 2439 computer room in Sampson Hall to print out your assignments. Often there are classes held in this room
 2440 and the ink tends to run out and the printers break with alarming frequency. I do **not** accept homework
 2441 after class because you have failed to print it before class for any reason.

2442 **10.** Any questions/comments concerning points earned on exams, tests, quizzes and/or any other
 2443 graded work must be addressed with the professor within **two(2)** weeks of the student receiving the
 2444 graded work. Questions/comments after this period of time will not be considered nor answered.

2445 **Plagiarism Policy**

2446 Plagiarism is the act whereby the words and ideas of another are passed off as one’s own. It can also be
 2447 the use of another’s created production “without crediting the source, to commit literary theft...to
 2448 present as new and original an idea or product derived from an existing source.”

2449 *Webster’s New Collegiate Dictionary, 8th ed., s.v. “Plagiarize.”*

2450 It is the policy of the University, the Department and the Instructor that plagiarism will not be tolerated
 2451 in **any** form. It is a violation of the Academic Honor Code. **All** violations of the Academic Honor Code
 2452 including, but not limited to, plagiarism and cheating **will** be reported to the Vice Chancellor for Student
 2453 Affairs

2454 **Religious Holiday Policy Statement**

2455 Students are allowed two excused absences each semester from class or other scheduled academic
 2456 activity to observe a religious holy day of their faith. Students must submit written notification of the
 2457 absences to their instructors within two weeks of the beginning of the semester. Students should not be
 2458 penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or
 2459 other work missed due to an excused absence for a religious observance. A student who is to be excused
 2460 from class for a religious observance is not required to provide a second-party certification of the reason
 2461 for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an
 2462 education benefit due to religious beliefs or practices may seek redress through the student grievance
 2463 procedure.

2464 **ADA Statement**

2465 Federal laws require UNCP to accommodate students with documented learning, physical,
 2466 chronic health, psychological, visual or hearing disabilities.

2467 In post-secondary school settings, academic accommodations are not automatic; to receive
 2468 accommodations, students must make a formal request and must supply documentation from a
 2469 qualified professional to support that request. Students who believe they qualify must contact the
 2470 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
 2471 accommodation process. All discussions remain confidential. Accommodations cannot be provided
 2472 retroactively. More information for students about the services provided by ARC and the
 2473 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

2474 **Alternative Format Statement**

2475 This publication is available in alternative formats upon request. Please contact the Accessibility

2476 Resource Center in the D. F. Lowry Building, 521-6695.

2477 **Absences for University-Sanctioned Events**

2478 If a student is representing the University in an official capacity (e.g.: academic conference,
2479 student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned
2480 event, that absence shall be excused. Students are responsible for all coursework missed and must make
2481 up the work within **three** university business days after the student returns to campus. Any student who
2482 anticipates missing more than 15% of the course should not enroll in the course without prior approval
2483 from the instructor.

2484 It is the responsibility of the student to communicate with the professor or instructor about
2485 classes missed for any reason, including University sanctioned events. Students must provide official
2486 documentation of proposed University-sanctioned events that will result in excused absences during **the**
2487 **first week** of each semester. **Prior written documentation** must be provided for each excused absence
2488

2489

2490

2491

2492

2493

RELIGIONS COVERED

2494

2495 **Biblical Traditions**

2496 The Family (aka The Children of God)

2497 The People's Temple Full Gospel Church

2498 Church of Christ, Scientist

2499 Westboro Baptist Church

2500 Seventh Day Adventist/Branch Davidians

2501 LDS/FLDS

2502 Charismatic Controversies in the last 150 years (Jesus' People, Brownsville Church, Vineyard Movement)

2503 **Paganism/Neopaganism**

2504 Shamanism

2505 Wicca/witchcraft

2506 Satanism

2507 **New Age/ Western Esotericism**

2508 Theosophy and Spirituality

2509 Chanelling/Ramtha

2510 Heaven's Gate

2511 The Church of Scientology

2512 Raelians

2513 **African/Mid Eastern/Eastern Traditions**

2514 International Society for Krishna Consciousness (Hare Krishna)

2515 Transcendental Meditation

2516 Nation of Islam

2517 Moorish Science Temple

2518 **Research Paper Topics**

2519 1. Rastafari

2520 2. Holy Spirit Association for the Unification of World Christianity in the United States(the Moonies)

2521 3. Sokko Gakkai

2522 4. Santeria

- 2523 5. The United Society of Believers in Christ's Second Coming (the Shakers)
- 2524 6. Aum Shinrikyo
- 2525 7. Wolf Age Pagans
- 2526 8. Order of the Solar Temple
- 2527 9. The Native American Church
- 2528 10. Jehovah's Witnesses
- 2529 11. "I AM" movement
- 2530 12. Falun Gong
- 2531 13. Aetherius Society
- 2532 15. Kabbalah
- 2533 16. Vodou
- 2534 17. The Baha'is
- 2535

2536 *Appendix C*

2537 **MKT 4XXX • Social Media Marketing**

2538

2539 **Instructor:**

2540 **Email:**

2541 **Telephone:**

2542 **Office location:**

2543 **Office hours:**

2544 **Class location:**

2545 **Class hours:**

2546

2547

***** BE SURE TO CHECK BLACKBOARD AND
YOUR UNIVERSITY EMAIL VERY FREQUENTLY. *****

2548

2549

2550 ***** YOUR ATTENDANCE AND PARTICIPATION ARE REQUIRED**

2551 **IN ORDER FOR YOU TO BE SUCCESSFUL IN THIS COURSE. *****

2552

2553 **TEXTBOOKS (REQUIRED)**

2554 Khan, G. 2015. *Seven Layers of Social Media Analytics: Mining Business Insights from Social Media Text,*
2555 *Actions, Networks, Hyperlinks, Apps, Search Engine, and Location Data.* CreateSpace
2556 Independent Publishing Platform. ISBN: 978-1507823200.

2557

2558 Peterson, E. 2004. *Web Analytics Demystified.* Available **(at no cost)** at

2559 http://www.webanalyticsdemystified.com/downloads/Web_Analytics_Demystified_by_Eric_Peterson.pdf.

2560

2561 Tuten, T., & Solomon, M. 2015. *Social Media Marketing*, 2nd edition. Thousand Oaks, CA: SAGE
2562 Publications Inc. ISBN: 978-1-4739-1301-1.

2563

2564 Additional readings may be assigned by your instructor.

2565

2566

2567 **COURSE DESCRIPTION**

2568 This course focuses on social media channels for communication and value co-creation amongst
2569 organizations and consumers as well as methodologies for analyzing online behavior of consumers for
2570 facilitating data-based decision making by marketing managers. Credit, 3 semester hours. PREREQ:
2571 Grade of "C" or better in MKT 3120.

2572

2573 **COURSE OBJECTIVES**

2574 The main objectives of this course are to equip students with a comprehensive and actionable
2575 understanding of social media marketing opportunities available to organizations as well as awareness
2576 of and experience with designing, implementing, and analyzing a social media marketing initiative. Upon
2577 successful completion of this course, students will have:

- 2578 Built a detailed understanding of social media marketing terminology, concepts, tools, and
- 2579 trends
- 2580 Assembled a detailed understanding of methodologies for analyzing online behavior of
- 2581 consumers

- 2582 □ Evaluated complex market, competitive, and other environmental conditions and proposed
 2583 social media marketing strategies and tactics appropriate for those conditions
 2584 □ Assessed complex managerial situations and proposed social media marketing strategies and
 2585 tactics appropriate for those managerial situations
 2586 □ Acquired experience using a variety of tools appropriate for the social media marketing landscape
 2587 □ Collaborated on the development, execution, and analysis of a social media marketing initiative
 2588

2589 **TECHNICAL REQUIREMENTS**

2590 It is expected that you possess working knowledge of and access to an Internet-connected computer, a
 2591 Blackboard-compatible Internet browser,¹ the Blackboard course management system, as well as
 2592 standard technologies for the production and/or consumption of audio, visual, and text-based content.
 2593 You must have access to Microsoft Office software in a Windows environment. Please note that not
 2594 knowing how to submit an assignment is not an excuse for failing to submit your work in a timely
 2595 manner.
 2596

2597 **COURSE ASSESSMENT TOOLS AND BASIC EXPECTATIONS**

2598 Academic achievement in this course will be assessed according to the quality of your (1) **in-class**
 2599 **participation in activities and discussions** as well as your performance on (2) **online discussions**, (3)
 2600 **assignments**, (4) **examinations**, and (5) a **social media marketing project (document and presentation)**.
 2601 The social media marketing project is a team endeavor; all other course deliverables will be individual
 2602 endeavors. Please note that you should expect to commit an average of six hours on a weekly basis to
 2603 this course beyond the time you spend in the classroom.
 2604

2605 You are expected to participate in all course activities, including the required introductory activities
 2606 (syllabus review and academic integrity pledge). It is necessary that you actively participate in this
 2607 course by completing all discussion board requirements, submitting all assignments on a timely basis,
 2608 and writing all examinations. Moreover, it is necessary that you remain in ongoing communication with
 2609 me as well as other students with whom you may be working on a particular assignment or project.
 2610

2611 Attendance is required and you will be responsible for any material covered in class which may be used
 2612 in exams. Attendance ≠ participation, so ensure that you constructively participate in class discussions
 2613 and activities as much as possible.
 2614

2615 ** Unless you are explicitly invited/permitted to do so by the instructor, you are not to use a mobile
 2616 phone or other device in the classroom. **
 2617

2618 **In-Class Participation**

2619 Your participation in class activities and discussions is vital to the full expression of your ideas as well as
 2620 to your own learning. Our class should involve two-way communication expanding upon the material
 2621 assigned and examples from everyday life which relate to the material. You must prepare yourself to
 2622 participate in class discussions. **Active reading of all assigned textbook chapter(s) and other materials**
 2623 **prior to class is necessary.** In addition to reading the textbook chapters and other materials, you should
 2624 make notes on questions you have about them, what you have learned from them, and how they can be
 2625 applied in the contemporary business environment. Your participation will be assessed according to

¹ The last time I asked, DOIT (910-521-6260; helpdesk@uncp.edu) recommended Firefox.

2626 your public speaking acumen as well as the research, organization, and planning evident in and the
2627 constructiveness of your contributions to class activities and discussions.

2628

2629 Online Discussions

2630 To strengthen your knowledge of course concepts and to further refine your writing capabilities, you will
2631 be expected to complete several small writing assignments by making posts to online discussion boards
2632 on the Blackboard course management system website for this course. Active reading of all assigned
2633 textbook chapter(s) and other materials is necessary for making meaningful and substantive
2634 contributions to online discussions. In other words, I should CLEARLY be able to see words, terms, and
2635 concepts from this course in your discussion board posts.

2636

2637 Please note that you will be expected to contribute **ONE** initial discussion board post and then **TWO**
2638 discussion board response posts (to separate classmates) for each discussion board assignment.
2639 Therefore, you will contribute three discussion board posts for each discussion board assignment.
2640 Although quality should not be sacrificed for quantity, it is necessary that your initial post be at least **200**
2641 words in length and that your responses to classmates are at least **100** words in length. It is important
2642 that you thoroughly review the course schedule and Blackboard site for this class so that you are aware
2643 of all discussion board due dates and other requirements.

2644

2645 It is necessary that all of your online discussions adhere to the “netiquette” policy that will be posted on
2646 Blackboard; supported opinions are allowed and may differ amongst students, and while I do encourage
2647 a healthy debate, disrespectful interactions amongst students will not be tolerated.

2648

2649 A guiding rubric will be available on Blackboard so that you will know how your online discussions will be
2650 assessed. Discussions should be substantial and significant (simply agreeing with what others are saying
2651 or only posing questions for others to answer are not substantial and significant discussion
2652 contributions.) Please note that you will also be assessed on the grammar, syntax, sentence structure,
2653 and other relevant writing characteristics of your discussion board posts.

2654

2655 Please note that you will not be granted any points if you post your discussion contributions past the
2656 cutoff date/time.

2657

2658 **Please post your discussions in the space provided – do NOT include them as document attachments.**

2659

2660 Assignments

2661 You will complete individual assignments in this course. Assignment requirements will be communicated
2662 to you on Blackboard. Your performance on each of these assignments will be evaluated largely on the
2663 basis of how well you planned and organized your submission and applied relevant digital marketing
2664 theories and methods in it. Please note that assignments are to be submitted using Blackboard in
2665 format(s) recognized by Blackboard. Typically, assignments are to be uploaded to Blackboard in MS
2666 Word format.

2667

2668 Examinations

2669 There are 3 non-cumulative examinations and one cumulative final examination in this course. Your
2670 performance on each of these examinations will be evaluated largely on the basis of how well you
2671 demonstrated an understanding of relevant social media marketing and analytics theories and methods

2672 and an ability to apply relevant social media marketing and analytics theories and methods in different
2673 application contexts. Details will be provided later in the semester.

2674
2675 Please do not ask if you can take the exam before or after the designated dates and times; you cannot.

2676
2677 Make-up exams are not allowed. Do not miss an exam and expect that a subsequent exam will
2678 automatically be weighted to make up for your lost exam. Reweighted exams are only available for
2679 extremely extenuating and verified circumstances (i.e. hospitalization or death in the immediate family –
2680 not due to leisurely travel or non-emergency doctor appointments, etc.), and is only applicable for the
2681 first two exams in this course. If you miss the third exam due to an accepted extenuating reason (non-
2682 extenuating reasons result in an grade of F for the exam), you will receive an “Incomplete” grade and we
2683 will follow the University’s guidelines for addressing and changing your “I” grade.

2684
2685 If you are involved in official University activities and will be away/busy when assignments/discussions
2686 are due, you must complete them prior to your absence (not after). If an official University activity
2687 makes it absolutely impossible for you to take an exam, you must also notify me PRIOR to missing the
2688 exam, not after. This should not be an issue given that the course is online in nature and you can
2689 basically take the exam from wherever you are (but I am willing to hear your situation on a case-by-case
2690 basis). See University guidelines for the last day to drop a course/withdraw, if applicable. I will strictly
2691 adhere to University guidelines - no exceptions.

2692
2693 **Exams are non-cooperative; you must do your own work and you cannot collaborate with classmates**
2694 **on exams. In addition, all exams are “CLOSED-BOOK” exams and you are not allowed access to any aid**
2695 **(including a calculator) while taking an exam.** Failure to abide by these rules will result in an “F” in the
2696 course; you will also be referred to administration for disciplinary action.

2697
2698 In place of the cumulative final exam, a student will have the option of obtaining a Google Analytics
2699 certification. [Analytics Academy](#) is an online learning platform that offers comprehensive training in
2700 Google Analytics and data analysis. The content is FREE: you review all the material covered in the
2701 Analytics Academy [Digital Analytics Fundamentals](#) and [Platform Principles](#) courses. You can also use the
2702 [study guide](#) to review the content and reading list for each lesson in these courses. You will then take
2703 the Google Analytics Individual Qualification (IQ) exam. You can prepare for the certification test at your
2704 own pace. Once you take the test, you have 90 minutes to complete the exam. Passing the Analytics IQ
2705 exam will serve as your final exam in the course. You must personally and physically submit your official
2706 certification directly to the professor on the day/at the start time of the final exam. Your Analytics IQ
2707 certification will equal a 100% on the final.

2708
2709 **Social Media Project**

2710 You will develop, submit, and present a team-based social media marketing project. Teams are to have
2711 between 3 and 5 members in total, although this can be influenced by course enrollment. Team
2712 membership will be determined by the instructor, unless otherwise indicated. You will be assigned to
2713 work with a local or state business. Your social media project will require you to assess the company’s
2714 current digital media efforts (website, social media, etc.) and to prepare a social media plan for the
2715 business for the upcoming year. Your plan must include a company analytics assessment, a competitor
2716 analysis, and a year-long social media strategy, integrated across at least 4 different channels (e.g.,
2717 website, Facebook, Twitter, Instagram, Etsy, Pinterest, Snapchat, etc). More detail on the client(s) and
2718 the specific rubric/requirements for the project will be provided in class.

2719
 2720 A note about teamwork: Team members are expected to contribute to the development, submission,
 2721 and presentation of the team-based project. When groups upload their project documents to
 2722 Blackboard toward the end of the semester, students will also submit (i.e., upload to Blackboard)
 2723 individually completed peer evaluation forms. On the peer evaluation form, you will evaluate the
 2724 contributions of your peers as well as yourself to the overall team project initiative. It is helpful if you
 2725 document the time you invested and the actions you took in the completion of any team-based work.
 2726 (The peer evaluation form will be available on Blackboard toward the end of the semester.) Any student
 2727 who fails to submit a peer evaluation form by the deadline for the marketing plan in a format readable
 2728 by Blackboard will not receive a grade for the team-based project.

2729
 2730 If, after potentially discussing the matter with you, it becomes clear to me that you did not contribute
 2731 appropriately to your team, then the grade you receive on your final project may be adjusted as follows:
 2732

2733 Your final project grade = Group grade x (Average rating of your contribution / Expected rating of your
 2734 contribution). For example, if a project submitted by *four* people merits a group grade of 90 / 100, but if
 2735 your average rating is $22^2 / 25$ (instead of an expected rating of $100/4 = 25$)³, then your final project
 2736 grade would be $90 \times (22 / 25) = 90 \times .88 = 79.2$. Clearly, it is important that you meaningfully and
 2737 conscientiously contribute to all team initiatives.

2738
 2739 Except for extraordinary circumstances, students are expected to resolve team issues internally. I think it
 2740 is important that you make your team formation decisions prudently so that you are ultimately aligned
 2741 with students whose dedication, time availability, work habits, and performance goals are compatible
 2742 with your own.

2743
 2744 **NOTE: All assignments must be submitted/presented on or before their due dates; except in**
 2745 **extraordinary (& documented) circumstances, late submissions will not be graded.**

2746
 2747 Your final grade in this course will be computed as follows:

2748	In-Class Participation ⁴	5%
2749	Online Discussions ⁵	10%
2750	Written Assignments	20%
2751	Examinations (Final = 10% could be replaced by certification)	40%

² Say, you give yourself 25 / 25 but your three teammates rate you 22 / 25, 21 / 25, and 20 / 25. The average of these ratings is $(25 + 22 + 21 + 20) / 4 = 22$.

³ You will be asked to divide 100 points among you and your teammates. Normally, equal contribution by all group members is indicated by evenly dividing the 100 points among all teammates (including yourself).

⁴ Your grade will primarily be determined on the basis of the quality of your in-class participation. However, you will lose one point from this grade for every two unexcused absences you incur. Attendance is very important to me, since I want to see you benefit as much as possible from this course.

⁵ In total, you will be asked to submit five initial discussion board posts and ten response discussion board posts. Altogether, discussion board posts are worth 10% of your final grade in this class; each initial post will be worth 1% of your final grade and each response post will be worth 0.5% of your final grade. $((5 \times 1\%) + (10 \times 0.5\%) = 10\%)$.

2752 Social Media Project (Document + presentation)⁶ 25%

2753

2754 Letter grades will be assigned per the following:

2755 A = 93 - 100 B- = 80 – 82.99 D+ = 67 - 69.99

2756 A- = 90 – 92.99 C+ = 77 – 79.99 D = 63 – 66.99

2757 B+= 87 – 89.99 C = 73 – 76.99 D- = 60 – 62.99

2758 B = 83 – 86.99 C- = 70 – 72.99 F = <60

2759

2760 **THE UNIVERSITY WRITING CENTER:** A peer-to-peer tutoring service where UNCP students can seek
2761 assistance with written assignments at any stage during the writing process is available. The University
2762 Writing Center is located in D.F. Lowry 308 and is also available online at www.uncp.edu/writing.

2763

2764 **A note about public posting of student work and/or instructor retention of student work**

2765 Please review the online course management information document regarding public posting of student
2766 work and/or instructor retention of student work, including discussion board material (available at:
2767 https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Academic_Affairs/policies_and_p
2768 [rocedures/online_course_management.pdf](https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Academic_Affairs/policies_and_p)).

2769

2770 **The University of North Carolina at Pembroke adheres to ADA requirements.**

2771 Federal laws require UNCP to accommodate students with documented learning, physical, chronic
2772 health, psychological, visual or hearing disabilities.

2773

2774 In post-secondary school settings, academic accommodations are not automatic; to receive
2775 accommodations, students must make a formal request and must supply documentation from a
2776 qualified professional to support that request. Students who believe they qualify must contact the
2777 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
2778 accommodation process. All discussions remain confidential. Accommodations cannot be provided
2779 retroactively. More information for students about the services provided by ARC and the
2780 accommodation process may be found at the following link: <http://www.uncp.edu/arc>.

2781

2782 **Religious Holiday Policy**

2783 The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all
2784 students who must be absent from classes or miss scheduled exams in order to observe religious
2785 holidays; we must be careful not to inhibit or penalize these students for exercising their rights to
2786 religious observance. To accommodate students' religious holidays, each student will be allowed two
2787 excused absences each semester with the following conditions:

- 2788 1. Students, who submit written notification to their instructors within two weeks of the
2789 beginning of the semester, shall be excused from class or other scheduled academic activity to
2790 observe a religious holy day of their faith. Excused absences are limited to two class sessions
2791 (days) per semester.
- 2792 2. Students shall be permitted a reasonable amount of time to make up tests or other work
2793 missed due to an excused absence for a religious observance.
- 2794 3. Students should not be penalized due to absence from class or other scheduled academic

⁶ You must submit your peer evaluation document by the due date for the marketing plan report in order to receive a grade for the marketing plan report.

2795 activity because of religious observances.

2796 A student who is to be excused from class for a religious observance is not required to provide a second-
2797 party certification of the reason for the absence. Furthermore, a student who believes that he or she has
2798 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
2799 through the student grievance procedure.

2800

2801 **Honor Code**

2802 All students are expected to follow the Academic Honor Code. The full text of the Academic Honor Code
2803 is available at the website for the Office of Student Conduct at [http://www.uncp.edu/student-](http://www.uncp.edu/student-life/student-services/student-conduct/academic-honor-code)
2804 [life/student-services/student-conduct/academic-honor-code](http://www.uncp.edu/student-life/student-services/student-conduct/academic-honor-code). Violators will be subject to discipline.

2805 Disciplinary actions include, but are not limited to, automatic withdrawal from/assignment of a failing
2806 grade in the course.

2807

2808 I take academic honesty and diligence very seriously. Academic dishonesty represents a serious violation
2809 of the Academic Honor Code. As a guide, please ensure your work can be squarely and solely situated
2810 within the “check mark” cell of the matrix that appears below. Although the “check mark” cell does not
2811 necessarily equate to high academic performance in itself, the “X” cells will certainly have a serious
2812 negative impact on the grade you receive in this class.

2813

Academic Honesty and Academic Dishonesty		Except for direct quotations and the fully/properly cited work of other authors, is all work original and completed by you/your team exclusively?	
		Yes	No
Did you fully and properly cite and reference all sources you/your team used to complete the work?	Yes	✓	X ⁷
	No	X	X

2814

2815 **Note:** You are individually responsible for the work you submit (and submitted by your group) in this
2816 class and, as such, you will be held accountable for claimed technical glitches, claimed inadvertent
2817 oversights, and other conditions (e.g., intention) that ultimately lead to academic dishonesty. Please do
2818 not take any chances with this.

2819

2820 Please note that behaviors that disrupt the teaching and/or educational process will not be tolerated.
2821 You are expected to use professional etiquette in all your online and offline interactions with your
2822 instructor and classmates. Please accept that you may not receive a response from me to
2823 communication to me if you have failed to use professional etiquette (e.g., atrocious spelling, lack of
2824 manners, etc.) in that communication. You can expect that all communication you receive from me will
2825 make use of the professional etiquette I am expecting to see in/from you.

⁷ You may have fully and properly acknowledged your sources, but it is still not sufficient for you to excessively use the work of another author for your own benefit. It is generally inappropriate, for example, to copy an entire paragraph from a website and paste it into your assignment, discussion post, or project document/presentation.

2826 **CLASS OUTLINE/SCHEDULE**

2827 While every attempt will be made to keep to the schedule listed below, unforeseen circumstances may
 2828 necessitate modifications throughout the semester. Additionally, I reserve the right to amend the
 2829 syllabus as needed depending on work accomplished and needs of the class.
 2830

Dates	Topics to be covered	Readings to prepare	Deliverables
Class 1	Course introduction Syllabus	n/a	n/a
Class 2	Social media marketing (SMM): The horizontal revolution	Tuten and Solomon ("T&S;" 2015): Chapter 1	Syllabus review activity Academic integrity pledge
Class 3	SMM: The horizontal revolution	T&S (2015): Chapter 1	n/a
Class 4	See "Deliverables"	T.B.D.	Student-led discussion on Web 2.0 and being a "digital native"
Class 5	SMM: Social media marketing strategy	T&S (2015): Chapter 2	Discussion #1: Initial post
Class 6	SMM: Social media marketing strategy	T&S (2015): Chapter 2	n/a
Class 7	SMM: Social consumers	T&S (2015): Chapter 3	Discussion #1: Two response posts
Class 8	SMM: Social consumers	T&S (2015): Chapter 3	n/a
Class 9	SMM: Network structure and group influence in social media	T&S (2015): Chapter 4	n/a
Class 10	SMM: Network structure and group influence in social media	T&S (2015): Chapter 4	n/a
Class 11	SMM: Social community	T&S (2015): Chapter 5	n/a
Class 12	SMM: Social community	T&S (2015): Chapter 5	Discussion #2: Initial post
Class 13	SMM: Social publishing	T&S (2015): Chapter 6	n/a
Class 14	SMM: Social publishing	T&S (2015): Chapter 6	Discussion #2: Two response posts
Class 15	n/a	T&S (2015): Chapters 1-6	Exam #1
Class 16	SMM: Social entertainment	T&S (2015): Chapter 7	n/a
Class 17	SMM: Social entertainment	T&S (2015): Chapter 7	Individual assignment
Class 18	SMM: Social commerce	T&S (2015): Chapter 8	n/a

Class 19	SMM: Social commerce	T&S (2015): Chapter 8	n/a
Class 20	SMM: Social media for consumer insight	T&S (2015): Chapter 9	n/a
Class 21	SMM: Social media for consumer insight	T&S (2015): Chapter 9	Discussion #3: Initial post
Class 22	SMM: Social media metrics	T&S (2015): Chapter 10	n/a
Class 23	SMM: Social media metrics	T&S (2015): Chapter 10	Discussion #3: Two response posts
Class 24	Web analytics (WA): Overview	Peterson ("P;" 2004): Ch. 2	n/a
Class 25	WA: Overview	P (2004): Chapter 2	n/a
Class 26	WA: Terminology	P (2004): Chapter 4	n/a
Class 27	n/a	T&S (2015): Ch. 7- 10 P (2004): Ch. 2 and 4	Exam #2
Class 28	See "Deliverables"	T.B.D.	Student-led discussion on web analytics and ethics
Class 29	Social media analytics (SMA): Overview	Khan ("K;" 2015): Chapter 1	Discussion #4: Initial post
Class 30	SMA: Overview	K (2015): Chapter 1	n/a
Class 31	SMA: Social media text analytics	K (2015): Chapter 3	Discussion #4: Two response posts
Class 32	SMA: Social media text analytics	K (2015): Chapter 3	n/a
Class 33	SMA: Social media network analytics	K (2015): Chapter 4	Individual assignment
Class 34	SMA: Social media actions analytics	K (2015): Chapter 5	n/a
Class 35	SMA: Social media actions analytics	K (2015): Chapter 5	Discussion #5: Initial post
Class 36	SMA: Search engine analytics	K (2015): Chapter 9	n/a
Class 37	SMA: Search engine analytics	K (2015): Chapter 9	Discussion #5: Two response posts
Class 38	n/a	K (2015): Ch. 1, 3, 4, 5, and 9	Exam #3
Class 39	Analytics IQ certification opportunity overview		n/a
Class 40	n/a	n/a	Group presentations AND submission of social media project document

Class 41	n/a	n/a	Group presentations continued
Class 42	n/a	n/a	Final remarks on social media marketing and analytics
Final exam period	All material	All readings	Final examination (cumulative) or physical and personal submission of official Analytics IQ certification

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Appendix D
Department of Social Work

SWK 5010: Foundation Field I External Supervision

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Supervisor:
Email:
Office Hours: By Appointment

Phone:
Office:

COURSE DESCRIPTION

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Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5010 Foundation Field I External Supervision must be taken concurrently with SWK 5300 Foundation Field I & Seminar. SWK 5010 is the first of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

The field practicum roles and relationships between the university and local agencies are guided by the Council of Social Work Education (CSWE) accreditation standard specified below:

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2884 MSW degree requirements, graduates will have the ability to:

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- 2886 1. Demonstrate ethical and professional behavior
2887 2. Engage diversity and difference in practice
2888 3. Advance human rights and social, economic and environmental justice
2889 4. Engage in practice-informed research and research-informed practice
2890 5. Engage in policy practice
2891 6. Engage with individual, families, groups, organizations, and communities
2892 7. Assess individuals, families, groups, organizations and communities
2893 8. Intervene with individuals, families, groups, organizations and communities
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2899

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2901

2902 **Learning Outcome 1: Use supervision/consultation effectively.**

2903 Measurement of Outcome: learning contract and performance evaluations

2904

2905 **Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work**
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2908

2909 **Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

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2911

2912 **Learning Outcome 4: Demonstrate professional written and oral communication skills.**

2913 Measurement of Outcome: learning contract and performance evaluations

2914

2915

2916 **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

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- 2918 a. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field
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 2929 f. Identify and/or design activities that can help student meet the objectives of their learning contract.
 2930 g. With input from student and field liaison, review, modify and sign the student's learning contract.
 2931 h. Assist student to develop professional social work identity.
 2932 i. Share practical experience, professional knowledge and skills, and organizational resources with
 2933 student.
 2934 j. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at
 2935 least, once per semester, to discuss student progress and field practicum-related issues.
 2936 k. Attend field orientation seminar/meetings organized by the Field Director/University.
 2937

2938 **REQUIRED MATERIALS**

- 2939
 2940 MSW Field Manual
 2941 Other materials/readings assigned by external field supervisor
 2942

2943 **INSTRUCTIONAL METHODS**

2944
 2945 External supervision will be provided through a combination of individual supervision sessions and small
 2946 group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The
 2947 MSW Field Director will assign students to external field supervisors based on both parties schedule,
 2948 area of practice and geographic location. External supervisors will set their own meeting schedules in
 2949 consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at
 2950 the student's field site or the external supervisor's office as agreed upon by the supervisor and student.
 2951 External supervisors will consult with each student's task instructor and the student during the learning
 2952 contract development process and during the mid-term and final evaluation processes. This consultation
 2953 can occur in-person, via phone conference or video conference. The external field supervisor must sign
 2954 off on the learning contract, mid-term and final performance evaluations. The external field supervisor
 2955 participates in the site visit with the field seminar instructor/field liaison that takes place at the student's
 2956 field site.
 2957

2958 **GRADING**

2959
 2960 **The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing**
 2961 **grade for field supervision is required in order to pass field practicum and seminar. This grade is issued**
 2962 **by the external field supervisor in consultation with the MSW Field Director. A student may fail**
 2963 **external field supervision if (1) student does not meet the minimum supervision hour requirement (10**
 2964 **hours per semester), (2) student does not conduct themselves in a professional manner during**
 2965 **interactions with their field supervisor as outlined in the Department of Social Work's Professional**
 2966 **Performance Standards in the MSW Program Manual and listed below.**
 2967

- 2968 Professional Performance Standards

2969 The Department of Social Work recognizes that preparation for professional practice requires more than
 2970 scholastic achievement. The Program expects students to exhibit behavior that is consistent with
 2971 professional performance. Such behavior is expected not only in the classroom but throughout the
 2972 University and larger community.

2973 Professional performance encompasses a commitment to the social work mission and values as found in
 2974 the NASW Code of Ethics. Signs of such professional performance include: productive work with others;
 2975 acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;
 2976 advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program
 2977 and University policies and the laws of society.

2978 Elements of Professional Performance

2979 Specifically, professional performance includes the following elements:

- 2980 1. Communication Skills (in writing and speaking)
- 2981 2. Interpersonal Skills
- 2982 3. Cognitive Skills
- 2983 4. Self-Awareness and Judgment of Abilities and Limitations
- 2984 5. Stress Management
- 2985 6. Skills in Safeguarding Mental and Emotional Functioning
- 2986 7. Ethical Behavior

2987 1.0 Communication Skills

2988 Students shall demonstrate sufficient skills in writing and speaking the English language to understand
 2989 content presented in the program and complete assignments:

2990 a. Students shall produce written documents that communicate clearly, demonstrate correct grammar
 2991 and spelling, and adhere to the American Psychological Association (APA) Style.

2992 b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to
 2993 others.

2994 c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for
 2995 a student by the UNCP Accessibility Resource Center.

2996 2.0 Interpersonal Skills

2997 Students shall demonstrate the interpersonal skills necessary to relate effectively to other students,
 2998 faculty, staff, clients, and professionals. Students are expected to initiate and sustain working
 2999 relationships with others, both one-to-one and in groups. In doing so, students shall:

3000 a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.

3001 b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal
 3002 and non-verbal behaviors.

3003 c. Listen to and understand the thoughts, feelings and intentions of others.

3004 d. Work effectively with others regardless of their level of authority.

3005 e. Advocate for themselves in an appropriate and responsible manner and use proper channels to
 3006 resolve conflicts.

3007 f. Accept feedback in a constructive manner and in a way that furthers professional performance.

3008 g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

3009 3.0 Cognitive Skills

3010 Students are expected to conceptualize and integrate knowledge. At a minimum, students shall
 3011 demonstrate the ability to process information and apply information appropriately. In the course of
 3012 their studies and training, students are expected to accumulate relevant knowledge from the social,
 3013 behavioral and biological sciences and apply that knowledge to professional practice.

3014 4.0 Self Awareness and Judgment of Abilities and Limitations

3015 Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect
3016 their academic and professional performance. Students shall assess how they are perceived by others
3017 and be willing to modify their behavior when such behavior interferes in working with clients and other
3018 professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and
3019 limitations in engaging in specific efforts of professional practice. Students are further expected to seek
3020 and accept supervision and advice when necessary for their academic and professional performance.

3021 5.0 Stress Management Skills

3022 Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic
3023 achievement and professional performance. Such ability includes use of the following skills:

- 3024 a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- 3025 b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory
3026 relationships when necessary to support such efforts.

3027 6.0 Skills in Safeguarding Emotional and Mental Functioning

3028 Students are expected to sustain mental and emotional functioning necessary for scholastic
3029 achievement and professional performance. Students shall seek help and support if psychosocial
3030 distress, substance abuse, or mental health issues affect such achievement or performance, or
3031 compromise the best interests of those to whom students have a professional or collegiate
3032 responsibility.

3033 7.0 Ethical Behavior

3034 Students are expected to exhibit a strong commitment to the goals and values of social work and to the
3035 ethical standards of the profession. Students shall be familiar with ethical values and behaviors
3036 appropriate for professional performance as set forth in the following:

- 3037 a. The NASW Code of Ethics
- 3038 b. The UNCP Student Academic Honor Code
- 3039 c. The Campus Association of Social Workers' Code of Ethics

3040 In addition, students are expected to present or demonstrate:

- 3041 a. A history free of convictions for offenses contrary to professional practice.
- 3042 b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and
3043 suspend personal biases during interactions with others. This shall include a comprehension of another's
3044 values and beliefs.
- 3045 c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with
3046 others. Students in the course of their professional training shall strive to deliver appropriate service to
3047 all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value
3048 system. The student shall not impose personal, religious, or cultural values on others, including clients,
3049 colleagues and other professionals.
- 3050 d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom
3051 of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
- 3052 e. Maintenance of confidentiality as it relates to human service, classroom activities, and field
3053 placement.
- 3054 f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications;
3055 doing one's own work; giving credit for the ideas of others; and providing proper citation of source
3056 materials in all assignments.
- 3057 g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make
3058 verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty;
3059 abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where

3060 conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social
 3061 Workers' Code of Ethics and the NASW Code of Ethics.

3062 **CLASS AND UNIVERSITY POLICIES**

3063 **The supervisor reserves the right to amend the syllabus as needed depending on work accomplished**
 3064 **and needs of the student.**

3065
 3066 **Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student
 3067 Handbook.

3068
 3069 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 3070 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 3071 community. One of the most important of these standards is academic honesty. You are expected to
 3072 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 3073 the University.

3074
 3075 **Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to
 3076 accommodate all students who must be absent from classes or miss scheduled exams in order to
 3077 observe religious holidays; we must be careful not to inhibit or penalize these students for exercising
 3078 their rights to religious observance. To accommodate students' religious holidays, each student will be
 3079 allowed two excused absences each semester with the following conditions:

- 3080 1. Students, who submit written notification to their instructors within two weeks of the beginning of
 3081 the semester, shall be excused from class or other scheduled academic activity to observe a religious
 3082 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
- 3083 2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due
 3084 to an excused absence for a religious observance.
- 3085 3. Students should not be penalized due to absence from class or other scheduled academic activity
 3086 because of religious observances.

3087 A student who is to be excused from class for a religious observance is not required to provide a second-
 3088 party certification of the reason for the absence. Furthermore, a student who believes that he or she
 3089 has been unreasonably denied an education benefit due to religious beliefs or practices may seek
 3090 redress through the student grievance procedure.

3091 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
 3092 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
 3093 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
 3094 provides sequential topics and experiential activities within a collaborative learning environment that
 3095 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
 3096 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
 3097 and behaviors necessary for social work practice. Experiential activities give students opportunities to
 3098 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
 3099 instructor-student and student-student intellectual exchanges, and peer observation and insights are
 3100 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
 3101 classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation;
 3102 please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is
 3103 defined as presence during the entire period of a scheduled class or course activity or until student has
 3104 completed a specified course activity. For online courses, students are considered to be absent if they
 3105 fail to participate in or complete scheduled course activities. The following are reasons for which

3106 excused absences could possibly be permitted for a class session based on the individual course
3107 instructor approval:

- 3108 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 3109 2) Short-term illness with immediate medical documentation
- 3110 3) Required appearance in a court of law with documentation
- 3111 4) Required military duty with documentation
- 3112 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 3113 6) ADA/AAA accommodation with documentation

3114

3115 Course instructors may, at their own discretion, allow other excused absences but are under no
3116 obligation to do so. In case of an excused absence, students are responsible for all course materials
3117 covered. The format of any make-up course activity, including examination, will be at the discretion of
3118 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
3119 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
3120 activity.

3121 **Note:** It is paramount that students master the social work practice behaviors required to successfully
3122 complete their social work program. Any absence in a course, whether excused or unexcused, creates
3123 gaps in the student's knowledge of course content and minimizes opportunities for experiential
3124 learning. Students who have a documented disability will be responded to on an individual basis.
3125 Students are strongly encouraged to use any absences in a well-determined manner.

3126 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
3127 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
3128 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
3129 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
3130 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
3131 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
3132 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
3133 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
3134 the Student Honor Code. You are also not to use the same assignment in two different classes without
3135 permission of both instructors.

3136

3137 UNIVERSITY SUPPORT SERVICES

3138

3139 **ADA Statement** Federal laws require UNCP to accommodate students with documented learning,
3140 physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings,
3141 academic accommodations are not automatic; to receive accommodations, students must make a
3142 formal request and must supply documentation from a qualified professional to support that request.
3143 Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry
3144 Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain
3145 confidential. Accommodations cannot be provided retroactively. More information for students about
3146 the services provided by ARC and the accommodation process may be found at the following link:

3147 <http://www.uncp.edu/arc>

3148

3149 **Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students
3150 regardless of academic standing or class standing. Participants are matched up with a peer mentor to
3151 meet for one 30 minute session each week to discuss progress in current classes and help students

3152 further develop their academic skill sets such as time management, test preparation, utilization of
3153 textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's
3154 policies and procedures such as grade replacements and academic appeals. ARMs host regular skill
3155 enhancement workshops that are available to all students, including those not regularly seeing a
3156 mentor. Workshops address specific topics such as understanding your educational expenses, preparing
3157 for your future career, the importance of being involved on campus, and what to do in order to recover
3158 from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or
3159 jennifer.bruner@uncp.edu.

3160 **The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing
3161 process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from
3162 any course or department are welcome to use the Center. Tutors work with students on all types of
3163 writing assignments, including application essays and personal statements. The University Writing
3164 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
3165 should visit <http://www.uncp.edu/writing/>

3166 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
3167 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
3168 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
3169 throughout the social work curriculum. Students may be called upon through exercises, written
3170 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
3171 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
3172 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
3173 *be required to disclose information beyond what is considered by the student to be comfortable and*
3174 *appropriate.*

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UNIVERSITY of NORTH CAROLINA
P E M B R O K E
 Department of Social Work

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SWK 5020: Foundation Field II External Supervision

Supervisor:

Phone:

Email:

Office:

Office Hours: By Appointment

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3252

3253 **Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

3254 Measurement of Outcome: learning contract and performance evaluations

3255

3256 **Learning Outcome 4: Demonstrate professional written and oral communication skills.**

3257 Measurement of Outcome: learning contract and performance evaluations

3258 .

3259

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- 3280 v. Attend field orientation seminar/meetings organized by the Field Director/University.

3281

3282 **REQUIRED MATERIALS**

3283

3284 MSW Field Manual

3285 Other materials/readings assigned by external field supervisor

3286

3287 **INSTRUCTIONAL METHODS**

3288

3289 External supervision will be provided through a combination of individual supervision sessions and small
3290 group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The
3291 MSW Field Director will assign students to external field supervisors based on both parties schedule,
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3299 participates in the site visit with the field seminar instructor/field liaison that takes place at the student's
3300 field site.

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3302 **GRADING**

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3312 Professional Performance Standards

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3315 professional performance. Such behavior is expected not only in the classroom but throughout the
3316 University and larger community.

3317 Professional performance encompasses a commitment to the social work mission and values as found in
3318 the NASW Code of Ethics. Signs of such professional performance include: productive work with others;
3319 acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;
3320 advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program
3321 and University policies and the laws of society.

3322 Elements of Professional Performance

3323 Specifically, professional performance includes the following elements:

- 3324 1. Communication Skills (in writing and speaking)
- 3325 2. Interpersonal Skills
- 3326 3. Cognitive Skills
- 3327 4. Self-Awareness and Judgment of Abilities and Limitations
- 3328 5. Stress Management
- 3329 6. Skills in Safeguarding Mental and Emotional Functioning
- 3330 7. Ethical Behavior

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3332 Students shall demonstrate sufficient skills in writing and speaking the English language to understand
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3335 and spelling, and adhere to the American Psychological Association (APA) Style.
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3366 Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic
3367 achievement and professional performance. Such ability includes use of the following skills:

- 3368 a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
3369 b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory
3370 relationships when necessary to support such efforts.

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3400 materials in all assignments.
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3402 verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty;
3403 abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where

3404 conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social
 3405 Workers' Code of Ethics and the NASW Code of Ethics.

3406 **CLASS AND UNIVERSITY POLICIES**

3407 **The supervisor reserves the right to amend the syllabus as needed depending on work accomplished**
 3408 **and needs of the student.**

3409
 3410 **Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student
 3411 Handbook.

3412
 3413 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 3414 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 3415 community. One of the most important of these standards is academic honesty. You are expected to
 3416 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 3417 the University.

3418
 3419 **Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to
 3420 accommodate all students who must be absent from classes or miss scheduled exams in order to
 3421 observe religious holidays; we must be careful not to inhibit or penalize these students for exercising
 3422 their rights to religious observance. To accommodate students' religious holidays, each student will be
 3423 allowed two excused absences each semester with the following conditions:

- 3424 4. Students, who submit written notification to their instructors within two weeks of the beginning of
 3425 the semester, shall be excused from class or other scheduled academic activity to observe a religious
 3426 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
 3427 5. Students shall be permitted a reasonable amount of time to make up tests or other work missed due
 3428 to an excused absence for a religious observance.
 3429 6. Students should not be penalized due to absence from class or other scheduled academic activity
 3430 because of religious observances.

3431 A student who is to be excused from class for a religious observance is not required to provide a second-
 3432 party certification of the reason for the absence. Furthermore, a student who believes that he or she
 3433 has been unreasonably denied an education benefit due to religious beliefs or practices may seek
 3434 redress through the student grievance procedure.

3435 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
 3436 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
 3437 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
 3438 provides sequential topics and experiential activities within a collaborative learning environment that
 3439 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
 3440 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
 3441 and behaviors necessary for social work practice. Experiential activities give students opportunities to
 3442 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
 3443 instructor-student and student-student intellectual exchanges, and peer observation and insights are
 3444 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
 3445 classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation;
 3446 please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is
 3447 defined as presence during the entire period of a scheduled class or course activity or until student has
 3448 completed a specified course activity. For online courses, students are considered to be absent if they
 3449 fail to participate in or complete scheduled course activities. The following are reasons for which

3450 excused absences could possibly be permitted for a class session based on the individual course
 3451 instructor approval:

- 3452 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 3453 2) Short-term illness with immediate medical documentation
- 3454 3) Required appearance in a court of law with documentation
- 3455 4) Required military duty with documentation
- 3456 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 3457 6) ADA/AAA accommodation with documentation

3458

3459 Course instructors may, at their own discretion, allow other excused absences but are under no
 3460 obligation to do so. In case of an excused absence, students are responsible for all course materials
 3461 covered. The format of any make-up course activity, including examination, will be at the discretion of
 3462 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
 3463 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
 3464 activity.

3465 **Note:** It is paramount that students master the social work practice behaviors required to successfully
 3466 complete their social work program. Any absence in a course, whether excused or unexcused, creates
 3467 gaps in the student's knowledge of course content and minimizes opportunities for experiential
 3468 learning. Students who have a documented disability will be responded to on an individual basis.
 3469 Students are strongly encouraged to use any absences in a well-determined manner.

3470 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 3471 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
 3472 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 3473 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 3474 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 3475 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 3476 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 3477 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 3478 the Student Honor Code. You are also not to use the same assignment in two different classes without
 3479 permission of both instructors.

3480

3481 UNIVERSITY SUPPORT SERVICES

3482

3483 **ADA Statement** Federal laws require UNCP to accommodate students with documented learning,
 3484 physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings,
 3485 academic accommodations are not automatic; to receive accommodations, students must make a
 3486 formal request and must supply documentation from a qualified professional to support that request.
 3487 Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry
 3488 Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain
 3489 confidential. Accommodations cannot be provided retroactively. More information for students about
 3490 the services provided by ARC and the accommodation process may be found at the following link:
 3491 <http://www.uncp.edu/arc>

3492

3493 **Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students
 3494 regardless of academic standing or class standing. Participants are matched up with a peer mentor to
 3495 meet for one 30 minute session each week to discuss progress in current classes and help students

3496 further develop their academic skill sets such as time management, test preparation, utilization of
3497 textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's
3498 policies and procedures such as grade replacements and academic appeals. ARMs host regular skill
3499 enhancement workshops that are available to all students, including those not regularly seeing a
3500 mentor. Workshops address specific topics such as understanding your educational expenses, preparing
3501 for your future career, the importance of being involved on campus, and what to do in order to recover
3502 from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or
3503 jennifer.bruner@uncp.edu.

3504 **The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing
3505 process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from
3506 any course or department are welcome to use the Center. Tutors work with students on all types of
3507 writing assignments, including application essays and personal statements. The University Writing
3508 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
3509 should visit <http://www.uncp.edu/writing/>

3510 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
3511 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
3512 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
3513 throughout the social work curriculum. Students may be called upon through exercises, written
3514 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
3515 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
3516 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
3517 *be required to disclose information beyond what is considered by the student to be comfortable and*
3518 *appropriate.*

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UNIVERSITY of NORTH CAROLINA
P E M B R O K E
 Department of Social Work

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SWK 5030: Concentration Field I External Supervision

Supervisor:

Phone:

Email:

Office:

Office Hours: By Appointment

COURSE DESCRIPTION

The University of North Carolina at Pembroke through the Department of Social Work has established complementary relationships with over 300 local service agencies to provide field education and experiences for MSW students. According to Council of Social Work Education (CSWE) accreditation standards, field supervisors for MSW students must hold a CSWE-accredited MSW degree and have 2 years of post-MSW work experience. Their role is to assist students with integrating the knowledge, skills, and the values and ethics of the social work profession and to provide them with opportunities to demonstrate competency. In the event that a field site does not have a staff member who holds a CSWE-accredited MSW degree with 2-years post-MSW experience, a faculty member is assigned to provide field supervision for MSW students.

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5030 Concentration Field I External Supervision must be taken concurrently with SWK 5500 Concentration Field I & Seminar. SWK 5030 is the third of four external supervisor experiences that enable students to apply master's level coursework in an advanced generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

The field practicum roles and relationships between the university and local agencies are guided by the Council of Social Work Education (CSWE) accreditation standard specified below:

Council on Social Work Education Accreditation Standard 2.1.6:

The field education program specifies that credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies, Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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3570 **Social Work Program Competencies**

3571 The Council on Social Work Education (accreditation body) has named the following 9 areas of
3572 competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the
3573 MSW degree requirements, graduates will have the ability to:

3574

- 3575 1. Demonstrate ethical and professional behavior
3576 2. Engage diversity and difference in practice
3577 3. Advance human rights and social, economic and environmental justice
3578 4. Engage in practice-informed research and research-informed practice
3579 5. Engage in policy practice
3580 6. Engage with individual, families, groups, organizations, and communities
3581 7. Assess individuals, families, groups, organizations and communities
3582 8. Intervene with individuals, families, groups, organizations and communities
3583 9. Evaluate practice with individuals, families, groups, organizations and communities

3584

3585 **This syllabus covers requirements for the provision of external field supervision as part of the MSW**
3586 **field education program. You are expected to follow all guidelines detailed in the MSW Field Manual**
3587 **in addition to this syllabus.**

3588

3589 **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

3590

3591 **Learning Outcome 1: Use supervision/consultation effectively.**

3592 Measurement of Outcome: learning contract and performance evaluations

3593

3594 **Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work**
3595 **practice.**

3596 Measurement of Outcome: learning contract and performance evaluations

3597

3598 **Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

3599 Measurement of Outcome: learning contract and performance evaluations

3600

3601 **Learning Outcome 4: Demonstrate professional written and oral communication skills.**

3602 Measurement of Outcome: learning contract and performance evaluations

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3604

3605 **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

3606

- 3607 a. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field
3608 site.
3609 b. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with
3610 student to help the student to integrate social work theories with field activities/assignments,

- 3611 demonstrate competency and to discuss field-related and/or social work profession-related
 3612 problems/issues.
- 3613 c. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to
 3614 share information with the MSW Field Director, field seminar faculty or other faculty).
- 3615 d. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity an
 3616 external supervisor and field seminar instructor to the same student.
- 3617 e. Orient student to agency environment and activities.
- 3618 f. Identify and/or design activities that can help student meet the objectives of their learning contract.
- 3619 g. With input from student and field liaison, review, modify and sign the student's learning contract.
- 3620 h. Assist student to develop professional social work identity.
- 3621 i. Share practical experience, professional knowledge and skills, and organizational resources with
 3622 student.
- 3623 j. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at
 3624 least, once per semester, to discuss student progress and field practicum-related issues.
- 3625 k. Attend field orientation seminar/meetings organized by the Field Director/University.

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3855 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
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3858 throughout the social work curriculum. Students may be called upon through exercises, written
3859 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
3860 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
3861 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
3862 *be required to disclose information beyond what is considered by the student to be comfortable and*
3863 *appropriate.*

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UNIVERSITY of NORTH CAROLINA
P E M B R O K E
 Department of Social Work

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SWK 5040: Concentration Field II External Supervision

Supervisor:

Phone:

Email:

Office:

Office Hours: By Appointment

COURSE DESCRIPTION

The University of North Carolina at Pembroke through the Department of Social Work has established complementary relationships with over 300 local service agencies to provide field education and experiences for MSW students. According to Council of Social Work Education (CSWE) accreditation standards, field supervisors for MSW students must hold a CSWE-accredited MSW degree and have 2 years of post-MSW work experience. Their role is to assist students with integrating the knowledge, skills, and the values and ethics of the social work profession and to provide them with opportunities to demonstrate competency. In the event that a field site does not have a staff member who holds a CSWE-accredited MSW degree with 2-years post-MSW experience, a faculty member is assigned to provide field supervision for MSW students.

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5040 Concentration Field II External Supervision must be taken concurrently with SWK 5800 Concentration Field II & Seminar. SWK 5040 is the third of four external supervisor experiences that enable students to apply master's level coursework in an advanced generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

The field practicum roles and relationships between the university and local agencies are guided by the Council of Social Work Education (CSWE) accreditation standard specified below:

Council on Social Work Education Accreditation Standard 2.1.6:

The field education program specifies that credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies, Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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3912
3913
3914

3915 **Social Work Program Competencies**

3916 The Council on Social Work Education (accreditation body) has named the following 9 areas of
3917 competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the
3918 MSW degree requirements, graduates will have the ability to:

3919

3920 10. Demonstrate ethical and professional behavior

3921 11. Engage diversity and difference in practice

3922 12. Advance human rights and social, economic and environmental justice

3923 13. Engage in practice-informed research and research-informed practice

3924 14. Engage in policy practice

3925 15. Engage with individual, families, groups, organizations, and communities

3926 16. Assess individuals, families, groups, organizations and communities

3927 17. Intervene with individuals, families, groups, organizations and communities

3928 18. Evaluate practice with individuals, families, groups, organizations and communities

3929

3930 **This syllabus covers requirements for the provision of external field supervision as part of the MSW**
3931 **field education program. You are expected to follow all guidelines detailed in the MSW Field Manual**
3932 **in addition to this syllabus.**

3933

3934 **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

3935

3936 **Learning Outcome 1: Use supervision/consultation effectively.**

3937 Measurement of Outcome: learning contract and performance evaluations

3938

3939 **Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work**
3940 **practice.**

3941 Measurement of Outcome: learning contract and performance evaluations

3942

3943 **Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

3944 Measurement of Outcome: learning contract and performance evaluations

3945

3946 **Learning Outcome 4: Demonstrate professional written and oral communication skills.**

3947 Measurement of Outcome: learning contract and performance evaluations

3948 .

3949

3950 **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

3951

3952 l. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field
3953 site.

3954 m. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with
3955 student to help the student to integrate social work theories with field activities/assignments,

- 3956 demonstrate competency and to discuss field-related and/or social work profession-related
 3957 problems/issues.
- 3958 n. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to
 3959 share information with the MSW Field Director, field seminar faculty or other faculty).
- 3960 o. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity as
 3961 external supervisor and field seminar instructor to the same student.
- 3962 p. Orient student to agency environment and activities.
- 3963 q. Identify and/or design activities that can help student meet the objectives of their learning contract.
- 3964 r. With input from student and field liaison, review, modify and sign the student's learning contract.
- 3965 s. Assist student to develop professional social work identity.
- 3966 t. Share practical experience, professional knowledge and skills, and organizational resources with
 3967 student.
- 3968 u. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at
 3969 least, once per semester, to discuss student progress and field practicum-related issues.
- 3970 v. Attend field orientation seminar/meetings organized by the Field Director/University.

3971

3972 **REQUIRED MATERIALS**

3973

3974 MSW Field Manual

3975 Other materials/readings assigned by external field supervisor

3976

3977 **INSTRUCTIONAL METHODS**

3978

3979 External supervision will be provided through a combination of individual supervision sessions and small
 3980 group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The
 3981 MSW Field Director will assign students to external field supervisors based on both parties schedule,
 3982 area of practice and geographic location. External supervisors will set their own meeting schedules in
 3983 consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at
 3984 the student's field site or the external supervisor's office as agreed upon by the supervisor and student.
 3985 External supervisors will consult with each student's task instructor and the student during the learning
 3986 contract development process and during the mid-term and final evaluation processes. This consultation
 3987 can occur in-person, via phone conference or video conference. The external field supervisor must sign
 3988 off on the learning contract, mid-term and final performance evaluations. The external field supervisor
 3989 participates in the site visit with the field seminar instructor/field liaison that takes place at the student's
 3990 field site.

3991

3992 **GRADING**

3993

3994 **The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing**
 3995 **grade for field supervision is required in order to pass field practicum and seminar. This grade is issued**
 3996 **by the external field supervisor in consultation with the MSW Field Director. A student may fail**
 3997 **external field supervision if (1) student does not meet the minimum supervision hour requirement (10**
 3998 **hours per semester), (2) student does not conduct themselves in a professional manner during**
 3999 **interactions with their field supervisor as outlined in the Department of Social Work's Professional**
 4000 **Performance Standards in the MSW Program Manual and listed below.**

4001

4002 Professional Performance Standards

4003 The Department of Social Work recognizes that preparation for professional practice requires more than
4004 scholastic achievement. The Program expects students to exhibit behavior that is consistent with
4005 professional performance. Such behavior is expected not only in the classroom but throughout the
4006 University and larger community.

4007 Professional performance encompasses a commitment to the social work mission and values as found in
4008 the NASW Code of Ethics. Signs of such professional performance include: productive work with others;
4009 acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;
4010 advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program
4011 and University policies and the laws of society.

4012 Elements of Professional Performance

4013 Specifically, professional performance includes the following elements:

- 4014 1. Communication Skills (in writing and speaking)
- 4015 2. Interpersonal Skills
- 4016 3. Cognitive Skills
- 4017 4. Self-Awareness and Judgment of Abilities and Limitations
- 4018 5. Stress Management
- 4019 6. Skills in Safeguarding Mental and Emotional Functioning
- 4020 7. Ethical Behavior

4021 1.0 Communication Skills

4022 Students shall demonstrate sufficient skills in writing and speaking the English language to understand
4023 content presented in the program and complete assignments:

4024 a. Students shall produce written documents that communicate clearly, demonstrate correct grammar
4025 and spelling, and adhere to the American Psychological Association (APA) Style.

4026 b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to
4027 others.

4028 c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for
4029 a student by the UNCP Accessibility Resource Center.

4030 2.0 Interpersonal Skills

4031 Students shall demonstrate the interpersonal skills necessary to relate effectively to other students,
4032 faculty, staff, clients, and professionals. Students are expected to initiate and sustain working
4033 relationships with others, both one-to-one and in groups. In doing so, students shall:

4034 a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.

4035 b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal
4036 and non-verbal behaviors.

4037 c. Listen to and understand the thoughts, feelings and intentions of others.

4038 d. Work effectively with others regardless of their level of authority.

4039 e. Advocate for themselves in an appropriate and responsible manner and use proper channels to
4040 resolve conflicts.

4041 f. Accept feedback in a constructive manner and in a way that furthers professional performance.

4042 g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

4043 3.0 Cognitive Skills

4044 Students are expected to conceptualize and integrate knowledge. At a minimum, students shall
4045 demonstrate the ability to process information and apply information appropriately. In the course of
4046 their studies and training, students are expected to accumulate relevant knowledge from the social,
4047 behavioral and biological sciences and apply that knowledge to professional practice.

4048 4.0 Self Awareness and Judgment of Abilities and Limitations

4049 Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect
4050 their academic and professional performance. Students shall assess how they are perceived by others
4051 and be willing to modify their behavior when such behavior interferes in working with clients and other
4052 professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and
4053 limitations in engaging in specific efforts of professional practice. Students are further expected to seek
4054 and accept supervision and advice when necessary for their academic and professional performance.

4055 5.0 Stress Management Skills

4056 Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic
4057 achievement and professional performance. Such ability includes use of the following skills:

- 4058 a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
4059 b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory
4060 relationships when necessary to support such efforts.

4061 6.0 Skills in Safeguarding Emotional and Mental Functioning

4062 Students are expected to sustain mental and emotional functioning necessary for scholastic
4063 achievement and professional performance. Students shall seek help and support if psychosocial
4064 distress, substance abuse, or mental health issues affect such achievement or performance, or
4065 compromise the best interests of those to whom students have a professional or collegiate
4066 responsibility.

4067 7.0 Ethical Behavior

4068 Students are expected to exhibit a strong commitment to the goals and values of social work and to the
4069 ethical standards of the profession. Students shall be familiar with ethical values and behaviors
4070 appropriate for professional performance as set forth in the following:

- 4071 a. The NASW Code of Ethics
4072 b. The UNCP Student Academic Honor Code
4073 c. The Campus Association of Social Workers' Code of Ethics

4074 In addition, students are expected to present or demonstrate:

- 4075 a. A history free of convictions for offenses contrary to professional practice.
4076 b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and
4077 suspend personal biases during interactions with others. This shall include a comprehension of another's
4078 values and beliefs.
4079 c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with
4080 others. Students in the course of their professional training shall strive to deliver appropriate service to
4081 all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value
4082 system. The student shall not impose personal, religious, or cultural values on others, including clients,
4083 colleagues and other professionals.
4084 d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom
4085 of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
4086 e. Maintenance of confidentiality as it relates to human service, classroom activities, and field
4087 placement.
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4198 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
4199 should visit <http://www.uncp.edu/writing/>

4200 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
4201 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
4202 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
4203 throughout the social work curriculum. Students may be called upon through exercises, written
4204 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
4205 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
4206 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
4207 *be required to disclose information beyond what is considered by the student to be comfortable and*
4208 *appropriate.*

4209

4210

4211

University of North Carolina at Pembroke
Department of Social Work

COURSE SYLLABUS

SWK 6700: Integrated Health Policy and Services*

Instructor:	Class Section:	Office Hours:
Office:	Day of Class:	Mondays:
Phone:	Class Time:	Tuesdays:
Email:	Classroom:	Wednesdays:
	Inclement weather #:	Thursdays:
	(910) 521-6888	Fridays:

4219

4220 **I. Course Description and Rationale**

4221 The purpose of this course is to provide intensive study of the evolution of the integration of Primary

4222 Care and Behavioral Health services and to provide an opportunity for synthesis and application of

4223 learning and practice of policy in this service arena. The content of the course reflects the values of the

4224 social work profession and focuses on the role of the "social policy practitioner" in assisting individuals

4225 in the maintenance or attainment of optimal health and mental health, social and economic justice, and

4226 recovery and wellness. Theories related to organizational structure and change within an Integrated

4227 Behavioral Health environment and strategies for practitioners to influence policies and promote change

4228 in the interest of service consumer, agency, and society will be presented. The course will provide the

4229 knowledge and skills necessary for direct involvement in the political and organizational processes used

4230 to influence policy and delivery systems.

4231

4232 **II. Specific Course Objectives**

4233 Demonstrate an understanding the role of social workers and other professional disciplines within an

4234 Integrated Behavioral Healthcare (IBH) environment

4235 • Develop an understanding of the history of health policy in the U.S., and the political, economic and

4236 social forces that have led to the development of our U.S. healthcare system

4237 • Develop an understanding of current models, major issues and trends in IBH

4238 • Demonstrate an understanding of the structure, organization, and funding arrangements of IBH

4239 service delivery systems

4240 • Understand the importance of addressing health disparities in Health Information Systems (HIS)

4241 • Acquire an understanding of the social worker's role in the formation and implementation of policies

4242 within IBH

4243 • Demonstrate advocacy skills with service providers, community organizations, policy makers, and/or

4244 stakeholders related to IBH.

4245

4246 **III. Social Work Practice Competencies and Behaviors**

4247 **Social Work Practice Behaviors**

4248 Competency 2: Engage Diversity and Difference in Practice

a.	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
b.	present themselves as learners and engage clients and constituencies as experts of their own

	experiences; and
c.	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

4249

4250 Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

a.	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
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4251

4252 Competency 4: Engage In Practice-informed Research and Research-informed Practice

b.	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
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4253

4254 Competency 5: Engage in Policy Practice

a.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
b.	assess how social welfare and economic policies impact the delivery of and access to social services;
c.	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

4255

4256 Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

a.	collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
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4257

4258

4259

IV. COURSE OUTLINE/CALENDAR

Week/Date	Module	Activities	Practice Behavior	Outcome Measure
	Introduction:	Simulation exercise: Being a Person with Chronic Illness and Challenges of Seeking Care	All	Discussion; simulation task and debriefing
	Module 1: Need for Integrated Behavioral Healthcare in the United States	Assigned Readings: See reading list	2a; 5a	Discussion; quiz
	Module 2: Integrated Behavioral Health Models	Assigned Readings: See reading list	4a; 5a-b; 7a	Discussion; quiz; comparing health policies
	Module 3: Legislative Background	Assigned Readings: See reading list	4a; 5a-c	Discussion; quiz; public service announcement
	Module 4: Patient Protection and Affordable Care Act	Assigned Readings: See reading list	2a-c; 3a; 5a-c	Discussion; quiz; opinion Piece; comparing health policies

	Module 5: Integrated Behavioral Health & Disparities	Assigned Readings: See reading list	2a-c; 3a; 4b	Discussion; quiz; annotated bibliography
	Module 6: Funding for Integrated Behavioral Health Services	Assigned Readings: See reading list	2a-c; 3a; 4b	Discussion; quiz
	Module 7: Implementing Integrated Behavioral Health	Assigned Readings: See reading list	All	Discussion; quiz; Presentation: Interview
	Module 8: Advocacy	Assigned Readings: See reading list	2c; 3a; 5a-c	Discussion; quiz; opinion piece; public service announcement

4260

4261 **Introduction: Being a Person with Chronic Illness and Challenges of Seeking Care (Simulation Exercise)**

4262 The goal of a simulation exercise is for students to take a real life role, address the issues connected to
 4263 that role that they encounter during the simulation, and experience the consequences of the decisions
 4264 that they make. Simulations differ from role plays in their length, and use of goals, barriers to reaching
 4265 those goals, and the context of the task the students must complete. This exercise requires students to
 4266 take on the role of a person who is seeking healthcare insurance under the Affordable Care Act, e.g., a
 4267 single mother with two children whose income is 150% of poverty level, a college student whose
 4268 parents are unemployed and uninsured, or an older adult who qualifies for both Medicaid and
 4269 Medicare. Designate individual students to represent community agencies where the seeking student
 4270 may go to get assistance with obtaining help. Set a time for seeking students to complete their task and
 4271 do a debriefing with agency and seeking students about their experiences.

4272

4273 **V. Assignments**4274 **1. Annotated Bibliography**

4275 Each student will select a major health/mental health policy issue to serve as his/her focus. Potential
 4276 topics are listed below. Each student will need to find at least *8 articles from academic journals*, at least
 4277 *2 from popular press sources* (may be from the web if they also appear in print, such as an article from
 4278 the New York Times), and at least *1 source of information from a national, state, or local non-profit or*
 4279 *governmental organization* that primarily focuses on this topic (may be a webpage or informational
 4280 literature).

- 4281 ▪ Your bibliography will consist of a problem statement, an introduction to the issue, and a
 4282 comprehensive annotated bibliography from a variety of fields.
- 4283 ▪ In your introduction, construct an overview of your identified health policy issue and its
 4284 relationship to the health of the American public.
- 4285 ▪ Describe the incidence and prevalence of the problem.
- 4286 ▪ Include the following parameters: identification of at-risk populations; identification of risk
 4287 factors, causes, known prevention measures; any efficacious evidence-based diagnosis and
 4288 treatment that may or may not be available for the at-risk population and this specific health
 4289 problem.
- 4290 ▪ What situations/barriers exist in the community that prevent elimination or decrease in this
 4291 health problem?

- 4292 ▪ What situations/supports exist in the community that facilitate prevention, elimination or
4293 decrease in this health problem?
4294 ▪ Each annotation will consist of a 1-2 paragraph summary of the article in your own words and a
4295 1-2 paragraph critical discussion of the article which may include how the article fits into the
4296 existing literature, or highlight the major contribution of the article to the literature, or discuss
4297 some element of the methodology or approach used in the article.

4298 Possible topics include: Prescription drug coverage for older adults; the right to die / assisted suicide;
4299 policies related to substance abuse or addiction; mental health parity; policies related to genetic
4300 screening; stem cell research; poverty and child healthcare/health disparities; health insurance
4301 coverage; denial of care; access to care; health reform (any aspect); CLASS Act (part of the ACA); health
4302 disparities; disability policy (health aspects); gun control; obesity; comorbid health/mental health
4303 disorders; inequities in AIDS care (or any other medical/mental healthcare); smoking/drug policies in the
4304 U.S. (or another country); domestic violence policies; healthcare for the incarcerated / the homeless /
4305 for undocumented immigrants; teen pregnancy / reduction policies; reproductive health issues /
4306 women's health issues; innovations in long term care for older adults; environmental health (how the
4307 environment we live in, including infrastructure, affects health and mental health).

4308

4309 **2. Opinion Piece**

4310 Students are to write an opinion piece on their impressions of the Affordable Care Act. Paper should
4311 address their personal opinion of the ACA, what they believe to be true about the Act and their opinion
4312 as to whether or not this is a good law.

4313

4314 **3. Presentation: Interview**

4315 Conduct an interview with a relative who is at least 65 years old. Ask them the following questions and
4316 summarize their answers in your short 10 minute presentation to the class. Goal is for the instructor to
4317 use the presentations to illustrate how the older population deals with their medical issues, Medicare,
4318 insurance coverage and to illustrate a wide variety of opinions about the ACA and the expectations.

- 4319 ▪ How do they pay for their health insurance?
4320 ▪ How much money do they have to spend, during an average month, for out of pocket health
4321 related costs, including co-pays, prescription drugs, over the counter medications/supplies.
4322 ▪ Has there been a time in their lives when they had health insurance and in their opinion was the
4323 coverage better than what they have currently? Have them give a description of the coverage.
4324 ▪ Ask them their opinion of the Affordable Healthcare Act and what they hope to gain because of
4325 its passage.
4326 ▪ If they could fix the healthcare system, what would they do?
4327 ▪ Describe a medical emergency that has occurred in their lives, the condition or medical issue,
4328 the length of time of the recovery, the estimated cost for the medical treatment, any challenges
4329 that happened as a result of the medical emergency and how the medical emergency cost was
4330 paid for by the individual or family member.

4331

4332 **4. Team Presentation: Comparing Health Policies**

4333 Form teams of 2-3 students. Each team is expected to do a comparison between the Affordable Care Act
4334 elements as upheld by the US Supreme Court in its July 2012 decision to one of the countries mentioned
4335 in the charts found in the David Squires Article, *The US Health System in Perspective: A Comparison of*
4336 *Twelve Industrialized Nations*, published by the Commonwealth fund. The teams should identify the top
4337 5 strengths in the ACA and then compare and contrast these 5 strengths to the country's healthcare

4338 policies they have decided to analyze. Student teams will then develop a 15-20 minute presentation for
 4339 the class outlining the similarities and differences and present their findings to the class for discussion.

4340

4341 **5. Public Service Announcement (PSA) Video**

4342 This assignment will be completed in teams of *no more than 3 students*. You can complete it on your
 4343 own, if desired.

4344 By completing this assignment you will:

- 4345 ▪ Be able to use a video camera and digital video editing software
- 4346 ▪ Understand how pen and paper, live visuals, and electronic texts work together to provide
 4347 public information
- 4348 ▪ Display your understanding of theory and information from our class and other resources and
 4349 incorporate these into a practical application

4350 You will be given somewhat limited resources to complete this project, with limited time possibly the
 4351 greatest constraint. Keep your design as simple as possible. Don't be too ambitious.

4352 There will be three components to this project: a digital video, a presentation to the class, and an
 4353 evaluation of the process.

4354 Your ultimate goal is to produce a 1 to 2 minute original video dealing with an important health policy
 4355 topic in a public service announcement type format. Each video will need to either provide information
 4356 on the topic or create a persuasive argument for change. You must create at least some of your own
 4357 material by filming. This may be combined with material available on the internet. The end result must
 4358 contain some film you shot and must be your own creation. Do not use copyrighted material (with an
 4359 exception for music if needed). Do not film anyone without their permission. Do not film on private
 4360 property (unless your own or you have permission). No swearing, no violence.

4361 Steps:

4362 It helps if your topic either matches the topic of your policy paper or is something you know quite a lot
 4363 about, so choose wisely.

4364 Research. Start by thinking about the following questions:

- 4365 ▪ What did you find in your research that surprised you?
- 4366 ▪ How does this information conflict with your beliefs?
- 4367 ▪ How are the facts different that you expected?
- 4368 ▪ How might this issue/problem be solved?
- 4369 ▪ Is there a local or national agency/organization that deals with this issue?

4370

4371 If addressing a specific problem, you may try to ask/address questions that are aimed at finding
 4372 explanations for the problem you are exploring, such as:

- 4373 ▪ How can you explain . . . ?
- 4374 ▪ What steps can you take to find explanations?
- 4375 ▪ What rationale can you give for . . . ?

4376 Or, you may ask imaginative, speculative, and exploratory questions, such as:

4377 What are some ways to promote . . . ?

4378 What would you do if you were in charge?

4379 Can you imagine all the benefits if . . . ?

4380 Plan your project using the PSA Outline. Decide on a "plot." Think about who your target audience is and
 4381 what message you want to communicate. What should your video achieve, and how? Use the

4382 Persuasion Map to plan your storyboard, filling in your Outline as follows:

- 4383 ▪ Section 1: What type of words should flash across the screen to put across the message or your
4384 *goal*? Think of a catchy phrase or slogan.
- 4385 ▪ Section 2: How could you discuss the *reasons* in the video? How do you convince people to
4386 listen to your message?
- 4387 ▪ Section 3: What are your *facts*? How will you share these facts dramatically?

4388 Complete filming and/or compiling of images for your video. Edit to the appropriate length. Include a
4389 credits screen with resources (not included in the time cap).

4390 Present your video on the last day of class. The final video and all worksheets should be burned onto a
4391 CD. Keep in mind that some video formats store the final version in *multiple* files.

4392 During/after the presentations, each student will fill out the Evaluation Rubric (for videos created by
4393 other students) and the Reflecting on the Process sheet (for their own project).

4394 Sources:

4395 Brownstein, David. CAP-Foundations 103 Video Assignment: eWaste Public Service Announcement.
4396 Available: www.brownstein.ca/teaching/103video-assignment.pdf. See example videos at
4397 http://ca.youtube.com/profile_videos?user=capubc.

4398 Kozdras, Deborah. MyTube: Changing the World with Video Public Service Announcements. Available:
4399 [http://www.readwritethink.org/classroom-resources/lesson-plans/mytube-changing-world-with-
4400 1069.html](http://www.readwritethink.org/classroom-resources/lesson-plans/mytube-changing-world-with-1069.html)

4401

4402 **6. Policy Advocacy**

4403 This learning activity involves taking an advocacy position on a particular policy issue, proposing a task
4404 that addresses the issue, and carrying out that activity. This assignment can be done in groups of 4-6 or
4405 as a class. You will:

4406 Choose a current health policy area related to integrated behavioral healthcare that interests you. It can
4407 be at the federal, state, county, local, and/or agency level. Examples include: addressing health literacy
4408 and the ACA, prescription drugs and integrative medicine practices, need for trained health
4409 professionals in rural areas. The policy/issue being targeted must be a social justice issue, either in
4410 relation to a vulnerable population or a social problem.

4411 Write a brief proposal that includes:

- 4412 ▪ Statement of the policy, problem, and/or issue
- 4413 ▪ A historical context of the policy, problem, and/or issue
- 4414 ▪ The significance of the problem or issue to you both personally and professionally
- 4415 ▪ The social justice implications of the problem or issue
- 4416 ▪ The task(s) that you will perform relative to the policy or issue.

4417 Once your proposal is returned and approved by the instructor, carry out the proposed task.

4418 After you perform the task, evaluate its effectiveness in relation to the policy/issue. Write a paper that
4419 includes what you learned by carrying out this task. Attach additional items such as news releases,
4420 letters, legislative testimony, position papers, etc., that you developed.

4421 **VI. EVALUATION OF COURSE OUTCOMES**

ASSIGNMENT	POINTS
Annotated Bibliography	
Opinion Piece	
Presentation: Interview	
Team Presentation	
Public Service Announcement Video	

Policy Advocacy	
	TOTAL
	100

4422

4423 Final grades will be based on the following scale:

A 90-100	B 80-89	C 70-79	F 69 - below
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4424

4425

4426 **vii. INSTRUCTIONAL METHODS**

4427

4428 This course is supported via the “Blackboard” website. Methods of instruction may include lecture-
 4429 discussion, simulation exercises, homework, webinars, and assigned readings. It is the responsibility of
 4430 the student to carefully read and understand the syllabus and all distributed assignments and materials.
 4431 Consistently check Blackboard Learning Modules for weekly materials and activities.

4432

4433 Instructor response time and feedback to assignments will take place within a 72-hour period (during
 4434 the business week, Monday-Friday) of the submission of the assignment. Students can visit My
 4435 Grades/Grade Center in Blackboard to locate instructor feedback and/or grading.

4436

4437 **VIII. CLASS AND UNIVERSITY POLICIES**

4438

4439 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 4440 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 4441 community. One of the most important of these standards is academic honesty. You are expected to
 4442 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 4443 the University.

4444

4445 **Religious Holiday Policy Statement:** The University of North Carolina at Pembroke has a legal and moral
 4446 obligation to accommodate all students who must be absent from classes or miss scheduled exams in
 4447 order to observe religious holidays; we must be careful not to inhibit or penalize these students for
 4448 exercising their rights to religious observance. To accommodate students’ religious holidays, each
 4449 student will be allowed two excused absences each semester with the following conditions:

4450

4451 1. Students, who submit written notification to their instructors within two weeks of the
 4452 beginning of the semester, shall be excused from class or other scheduled academic activity to
 4453 observe a religious holy day of their faith. Excused absences are limited to two class sessions
 (days) per semester.

4454

4455 2. Students shall be permitted a reasonable amount of time to make up tests or other work
 4456 missed due to an excused absence for a religious observance.

4457

4458 3. Students should not be penalized due to absence from class or other scheduled academic
 4459 activity because of religious observances.

4458

4459 A student who is to be excused from class for a religious observance is not required to provide a second-
 4460 party certification of the reason for the absence. Furthermore, a student who believes that he or she has
 4461 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
 through the student grievance procedure.

4462

4463 **Absences for University-Sanctioned Events:** If a student is representing the University in an official
 4464 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

4465 for all coursework missed and must make up the work within three university business days after the
 4466 student returns to campus. Any student who anticipates missing more than 15% of the course should
 4467 not enroll in the course without prior approval from the instructor.

4468 It is the responsibility of the student to communicate with the professor or instructor about classes
 4469 missed for any reason, including University sanctioned events. Students must provide official
 4470 documentation of proposed University-sanctioned events that will result in excused absences during the
 4471 first week of each semester. Prior written documentation must be provided for each excused absence.

4472 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
 4473 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
 4474 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
 4475 provides sequential topics and experiential activities within a collaborative learning environment that
 4476 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
 4477 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
 4478 and behaviors necessary for social work practice. Experiential activities give students opportunities to
 4479 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
 4480 instructor-student and student-student intellectual exchanges, and peer observation and insights are
 4481 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
 4482 classes (unless an exemption is provided to a student with a disability as an ADA accommodation; please
 4483 contact Accessibility Resource Center at 910-521-6695 for eligibility for services).

4484 Attendance is defined as presence during the entire period of a scheduled class or course activity or
 4485 until student has completed a specified course activity. For online courses, students are considered to
 4486 be absent if they fail to participate in or complete scheduled course activities. In this course, such as
 4487 missing a self-check, journal entry, blog, or quiz represents an absence resulting in a 1-point deduction
 4488 for lack of course participation. The following are reasons for which excused absences could possibly be
 4489 permitted for a class session based on the individual course instructor approval:

- 4490
- 4491 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
 - 4492 2) Short-term illness with immediate medical documentation
 - 4493 3) Required appearance in a court of law with documentation
 - 4494 4) Required military duty with documentation
 - 4495 5) Participation in a University-sponsored activity (prior approval of instructor is required)
 - 4496 6) ADA accommodation with documentation

4497

4498 Course instructors may, at their own discretion, allow other excused absences but are under no
 4499 obligation to do so. In case of an excused absence, students are responsible for all course materials
 4500 covered. The format of any make-up course activity, including examination, will be at the discretion of
 4501 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
 4502 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
 4503 activity.

4504 **Note:** It is paramount that students master the social work practice behaviors required to
 4505 successfully complete their social work program. Any absence in a course, whether excused or
 4506 unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for
 4507 experiential learning. Students who have a documented disability will be responded to on an individual
 4508 basis. Students are strongly encouraged to use any absences in a well-determined manner.

4509 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 4510 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and

4511 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 4512 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 4513 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 4514 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 4515 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 4516 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 4517 the Student Honor Code. You are also not to use the same assignment in two different classes without
 4518 permission of both instructors.

4519 IX. ONLINE LEARNING

4520

4521 Distance learning is self-directed. It requires a high level of individual responsibility, dedication, and self-
 4522 discipline on the part of the student. In this course, each student is responsible for one's own work,
 4523 progress, and success. In order to succeed, it is recommended that each student adhere to the
 4524 following:

4525

- 4526 1. Attend all weekly online class activities, including responses to discussion-based activities
 4527 and timely submission of assignments.
- 4528 2. Back up every piece of work completed on disk and make a hard copy. If a student
 4529 experiences personal computer challenges, the student is responsible for resolving one's
 4530 own technical challenges. Do not contact the course instructor to resolve personal computer
 4531 difficulties. Heavy internet use occurs during the evening hours of 8-10pm. Consider logging
 4532 on at other times if possible.
- 4533 3. Late Work: Each week's work must be completed by the date specified in the syllabus and
 4534 learning modules. Late submissions either receive decreased or no credit based on the
 4535 assignment.
- 4536 4. Every student is expected to participate on the electronic discussion as assigned. Also, postings
 4537 should be meaningful, represent critical thinking, integrate course learning, and enhance the
 4538 discussion. Plagiarized work receives zero points and possible failure of the course. Always cite works
 4539 from other sources in APA Style format.
- 4540 5. Attendance: Attendance is determined by timely completion of quizzes, tests, and assignments.
 4541 Failure to complete the weekly work by "no later than" dates will be considered as an absence.
 4542 Computers do crash yet this is not a legitimate reason to "miss" class by not submitting assignments
 4543 as due. It is the student's responsibility to ensure access to a computer with internet connection,
 4544 access to Blackboard, and alternate computer options during computer challenges.
- 4545 6. Disappearing: No communication from a student during discussion-based assignments means the
 4546 student has left the class. There can be **no Incompletes** in this course, as discussion-based
 4547 assignments cannot be recreated.

4548

4549 **Netiquette (network etiquette)** At all times, course communication with fellow students and the
 4550 instructor are to be professional and courteous. It is expected that all work and forms of communication
 4551 are proof read. If new to online learning or need a netiquette refresher, please view the guide titled, [The](#)
 4552 [Core Rules of Netiquette](#).

4553 **Email/Communication Procedures** Several assignments will be submitted via Blackboard. Students may
 4554 send an extra copy of written assignments via email just as an extra precaution. All files must be saved
 4555 as Microsoft Word documents, other formats will not be accepted.

4556 **General Email** When sending email to the course instructor, the student must identify oneself fully by
 4557 name and class through the university email account only (personal accounts such as yahoo, gmail, etc.
 4558 are not acceptable and may not receive a response from the course instructor). Apply the netiquette
 4559 methods in all email messages. The course instructor will check emails periodically and respond within
 4560 48 hours during the business week (Monday through Friday). Emails submitted on Fridays will receive a
 4561 response within 48 hours during the next business week (Monday or Tuesday). Email is the best method
 4562 of contacting the course instructor. Phone message contacts will receive responses within the same
 4563 timeframes as noted for email contacts.

4564
 4565 **Student-created Materials on the Online System** The instructor may require students to post their own
 4566 work (i.e. blog postings) or, with the student's permission, may post a student's work on the online
 4567 course site. Student work will be retained in the course site beyond the duration of the term until
 4568 expiration from the Blackboard site. As the site will eventually expire, students are encouraged to save
 4569 any copies of their work.

4570

4571 UNIVERSITY SUPPORT SERVICES

4572

4573 **ADA Statement:** Federal laws require UNCP to accommodate students with documented learning,
 4574 physical, chronic health, psychological, visual or hearing disabilities.

4575 In post-secondary school settings, academic accommodations are not automatic; to receive
 4576 accommodations, students must make a formal request and must supply documentation from a
 4577 qualified professional to support that request. Students who believe they qualify must contact the
 4578 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
 4579 accommodation process. All discussions remain confidential. Accommodations cannot be provided
 4580 retroactively. More information for students about the services provided by ARC and the
 4581 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

4582 **Alternative Format Statement:** This publication is available in alternative formats upon request. Please
 4583 contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

4584 **Academic Resource Mentoring** in the Academic Support Center supports the UNV 1100 course and
 4585 provides mentoring to any student, addressing their unique academic concerns to guide them in
 4586 achieving their personal academic goals; contact jennifer.bruner@uncp.edu or 910-775-4391.

4587 **NC-HCAP:** Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to
 4588 students seeking to be employed in healthcare through test preparation workshops, course tutoring,
 4589 guidance during the application process for healthcare programs, job shadowing, internships, and
 4590 advisement; contact hcap@uncp.edu or 910-521-6673.

4591 **The Resource Learning Lab:** in the Academic Support Center offers 1) computer based, self-paced
 4592 tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such
 4593 as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available
 4594 to all students; contact mark.hunt@uncp.edu or 910-775-4393.

4595 **Striving Toward Academic Recovery:** The STAR program in the Academic Support Center is intended for
 4596 students who are returning from an academic and/or financial aid suspension, assisting them to get back
 4597 on track academically so that they can be successful at UNCP; contact courtney.walters@uncp.edu or
 4598 910-775-4408.

4599 **TRIO programs:** This federally-funded office provides eligible students with one-on-one and group
 4600 tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and
 4601 B; contact trioprograms@uncp.edu or 910-521-6242.

4602 **Transfer Transition Office:** The Transfer Transition Office, located in Jacobs Hall Suite H, provides
 4603 student support services and academic resources for students transferring from community colleges and
 4604 other institutions of higher education to the campus of UNC Pembroke; contact
 4605 transfer.transition@uncp.edu or 910-521-6269.

4606 **Tutoring:** The tutoring program of the Academic Support Center helps students achieve their academic
 4607 goals by offering group or individual tutoring in all General Education and many upper-level courses.
 4608 Students can sign up at www.uncp.edu/asc/study/tutoring_request.html or contact
 4609 jennifer.mcneill@uncp.edu or 910-775-4311.

4610 **The University Writing Center:** The University Writing Center, located in D.F. Lowry 308 and available
 4611 online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek
 4612 assistance with written assignments at any stage during the writing process, from brainstorming ideas to
 4613 drafting, revising, and editing.

4614 **A Note about Self-Disclosure:** The social worker uses the self as a tool in the helping process and must
 4615 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
 4616 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
 4617 throughout the social work curriculum. Students may be called upon through exercises, written
 4618 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
 4619 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
 4620 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
 4621 *be required to disclose information beyond what is considered by the student to be comfortable and*
 4622 *appropriate.*

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Reading List

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4909 **Module 8: Advocacy**4910 **Required Reading**

- 4911 Jansson, B. (2010). *Becoming an effective policy advocate*. Chapter 3. Belmont, CA: Brooks/Cole.
 4912 Jansson, B. (2011). *Improving healthcare through advocacy*. Chapters 12-14. Hoboken, NJ: Wiley.

4913 **Useful Websites**

- 4914 AHRQ: The Academy Integrating Behavioral Health and Primary Care
 4915 <http://integrationacademy.ahrq.gov/>
 4916 ARHQ: Patient Centered Medical Home Resource Center
 4917 www.pcmh.ahrq.gov/portal/server.pt/community/pcmh_home/1483
 4918 California Integrated Behavioral Health Project
 4919 <http://ibhp.org/index.php?section=pages&cid=152>
 4920 The Commonwealth Fund
 4921 <http://www.commonwealthfund.org/>
 4922 CSWE PPACA of 2010: A Guide for Social Workers
 4923 <http://www.cswe.org/File.aspx?id=48334>

- 4924 Henry J. Kaiser Family Foundation: *Health Reform Source*
4925 <http://healthreform.kff.org/>
- 4926 Integrated Care Resource Center (CMS)
4927 <http://www.integratedcareresourcecenter.com/Default.aspx>
- 4928 Massachusetts Blue Cross Blue Shield Health Reform
4929 <http://bluecrossmafoundation.org/Health-Reform/Lessons.aspx>
- 4930 National Standards on Culturally and Linguistically Appropriate Services (CLAS)
4931 <http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15>
- 4932 The New York Times: Healthcare Reform
4933 http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/health_insurance_and_managed_care/health_care_reform/index.html
- 4934 Patient-Centered Primary Care Collaborative
4935 www.pcpcc.net/
- 4936 PBS Unnatural Causes
4937 http://www.pbs.org/unnaturalcauses/explore_learn.htm
- 4938 Robert Wood Johnson: Health Policy Connection
4939 <http://www.rwjf.org/healthpolicy/coverage/index.jsp>
- 4940 SAMHSA-HRSA Center for Integrated Health Solutions
4941 <http://www.integration.samhsa.gov/>
- 4942 The University of Washington AIMS Center
4943 <http://uwaims.org/index.html>
- 4944 CDC: The State of Mental Health and Aging in America
4945 <http://apps.nccd.cdc.gov/MAHA/MahaHome.aspx>
- 4946 UCLA Health Policy Institutes: Health Disparities
4947 <http://www.healthpolicy.ucla.edu/SearchResults.aspx?keywords=Health+disparities+mental+health&page=1>
- 4948
4949
4950
- 4951 *The syllabus was designed by The Social Work and Integrated Care Project team and adopted by UNCP
4952 Department of Social Work
4953

University of North Carolina at Pembroke
Department of Social Work

COURSE SYLLABUS

SWK 0000: International Social Work and Social Development

Instructor: Office: Phone: Email:	Class Section: Day of Class: Class Time: Classroom: Inclement weather #: (910) 521-6888	Office Hours: Mondays: Tuesdays: Wednesdays: Thursdays: Fridays:
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4961

4962 **III. Course Description and Rationale**

4963 The purpose of this course is to expose students to theories, perspectives, and strategies of social work
4964 practice and social development in industrialized, non-Western countries. Students will explore the
4965 historical, sociocultural, economic, and environmental factors that influence social service delivery in
4966 selected countries in Asia, Africa, Latin America, and the South Pacific. The course will also explore the
4967 impact of globalization on social service delivery and strategies. The course will cover the roles social
4968 workers and social welfare organization play in the selected countries. Students will have opportunity to
4969 learn about various social work interventions strategies employed in the geographic regions covered.

4970

4971 **Specific Course Objectives**

- 4972 • Define and describe international social work, and the role of social workers and social welfare
4973 organizations in social development.
- 4974 • Understand the critical political, sociocultural, economic and environmental issues that impact
4975 social welfare in non-Western countries.
- 4976 • Describe some of the social work and social development strategies use in non-Western and their
4977 effectiveness in dealing with social problems.
- 4978 • Understand the impact on globalization on the social welfare of non-Western countries.
- 4979 • Acquire the knowledge, values and skills to develop personal model of international social work
4980 practice.
- 4981 • Increase student interest and participation in international social work practice

4982

4983 **Social Work Practice Competencies and Behaviors**

4984 Competency 1: Demonstrate Ethical and Professional Behavior

a.	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;
b.	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
c.	demonstrate professional demeanor in behavior; appearance; and oral, written, an electronic communication;
d.	use technology ethically and appropriately to facilitate practice outcomes; and

4985	
4986	Competency 2: Engage Diversity and Difference in Practice
	a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
	c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
4987	
4988	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
	a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
	b. engage in practices that advance social, economic, and environmental justice.
4989	
4990	Competency 4: Engage In Practice-informed Research and Research-informed Practice
	b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
4991	
4992	Competency 5: Engage in Policy Practice
	a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
	b. assess how social welfare and economic policies impact the delivery of and access to social services;
	c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
4993	
4994	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
	a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
4995	
4996	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
4997	
4998	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
4999	
5000	REQUIRED TEXT:
5001	Healy, Lynne (2008). International social work: Professional action in an interdependent world
5002	(2 nd ed). New York, NY: Oxford University Press.
5003	
5004	RECOMMENDED TEXT:
5005	Billups, J. O. (2002). Faithful angels: Portraits of international social work notables. Washington,
5006	DC: NASW Press.
5007	Gray, M. Coates, J., & Yellow Bird M. (2008). Indigenous social work around the world:
5008	Towards culturally relevant education and practice. Burlington, VT: Ashgate.

5009 Midgley, J. & Conley, A. (2010). Social work and social development: Theories and skills for
 5010 developmental social work. New York: NY: Oxford University Press.

5011
 5012

5013 **SUPPLEMENTAL READING:**

5014 *See reading list for more recommended readings.

5015
 5016

COURSE OUTLINE/CALENDAR

Week/Date	Topic	Reading/Activities	Practice Behavior	Outcome Measure
1	Syllabus Overview; Definition and history of International social work	Healy Chp 1 & 6 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz
2	International Social Work action: Past and present	Healy Chp 7 & 8 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz
3	Values and Ethics of International Social Work	Healy Chp 9 Supplemental Reading	1a&b; 2c; 3a&b; 7d	Discussion; quiz;
4	International Social Work and Human Rights	Healy Chp 3 Supplemental Reading	2a; 6a; 7b; 8b	Discussion; quiz;
5	International Social Work and Globalization	Healy Chp 2 Supplemental Reading	6a; 7b; 8b	Discussion; quiz;
6	Social Work and International social change and development; International social work skill exchange	Healy Chp 13 & 14 Supplemental Reading	5a-c; 6a; 7b; 8b &d	Discussion; quiz;
7	Critical global social issues	Healy Chp 4 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz;
8	Advocating for social issues in global context	Healy Chp 12 Supplemental Reading	6a; 7b; 8b	Discussion; quiz,
9	Intersection of International and domestic social work	Healy Chp 11 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz;
10	International social welfare organizations	Healy Chp 5 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz;
11	Relief Service Provision	Healy Chp 10 Supplemental Reading	5a-c; 6a; 7b; 8b	Discussion; quiz;
12	Presentation	TBA	1c & d; 2a	Presentation
13	Presentation	TBA	1c & d; 2a	Presentation
14	Presentation	TBA	1c & d; 2a	Presentation

15	Presentation	TBA	1c & d; 2a	Presentation
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5017 **VI. Assignments**

5018 **1. Comparing Human Development Index**

5019 Using the components of the Human Development Index (HDI), compare the HDI of 4 countries, one
5020 from each geographic region: Asia, Africa, Latin America, and the South Pacific. Comparison must be
5021 written as narrative. Discussion must include the political, sociocultural, and economic factors that may
5022 have contributed to differences in the HDIs.

5023

5024 **2. International Convention or Treaty**

5025 Select one international convention or treaty that focuses on a social welfare problem of interest to you.
5026 Discuss the magnitude and significance of the social problem that precipitated the convention or treaty.
5027 Your discussion must also include the history, political, sociocultural, economic, and/or environmental
5028 factors that shaped the actual convention or treaty. Cover the extent of the compliance by signatory
5029 countries/institutions/agencies, any strengths and limitations, and suggest ways to improve compliance
5030 and/or enforcement of the convention or treaty.

5031

5032 **3. Analysis of a social work intervention or social development strategy**

5033 Choose any one country and a social welfare problem of interest to you. Conduct a literature review on
5034 your chosen social problem. Your discussion must cite a minimum of 8 peer reviewed articles. Discuss
5035 the magnitude of the problem and the characteristics of the people mostly affected; the social justice
5036 implication of the problem; the social work practice approach or development strategy employed to
5037 address the problem, and the theory underlying that development strategy; discuss the impact or
5038 results (i.e., successes and/or failures) of the adopted strategies and possible factors that contributed to
5039 the results. Include discussions on any unintended consequences of the strategies and suggest ways to
5040 increase the effectiveness of the strategy (note: suggestion of improvement in strategy must be relevant
5041 to your chosen country or tailored to fit that country's context).

5042

5043 **4. Oral Presentation: Analysis of social work intervention/social development strategy**

5044 Each student will do a 10-15 minutes PowerPoint presentation of his/her Social Development Strategy
5045 paper. Your presentation must be exclusively oral, do not integrate any youtube video into your
5046 presentation.

5047

5048 **5. Quizzes**

5049 Students will be required to complete a numbers of quizzes Late submitted quizzes are not accepted.
5050 These quizzes are used to assess the student's current learning about the course. The quizzes may
5051 consist of items including multiple choice, true/false, or short answer. Quizzes may or may not be time.

5052

5053 **6. Discussion**

5054 Students will be required to read, process, and synthesize assigned readings for blackboard discussion.
5055 Your initial post is to be a minimum of 200 words. You will be required to make one response post to a
5056 peer of your choice at a minimum of 150 words. Late submitted postings are not accepted.

5057

5058 **EVALUATION OF COURSE OUTCOMES**

5059

ASSIGNMENT	POINTS
Comparing Human Development Index	

International Convention or Treaty	
Analysis of a social work intervention or social development strategy	
Oral Presentation: Analysis of social work intervention/social development strategy	
Quizzes	
Discussion	
TOTAL	100

5060

5061 Final grades will be based on the following scale:

A 90-100	B 80-89	C 70-79	F 69 - below
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5062

5063

5064 **INSTRUCTIONAL METHODS**

5065

5066 This course is supported via the "Blackboard" website. Methods of instruction may include lecture-
 5067 discussion, simulation exercises, homework, webinars, and assigned readings. It is the responsibility of
 5068 the student to carefully read and understand the syllabus and all distributed assignments and materials.
 5069 Consistently check Blackboard Learning Modules for weekly materials and activities.

5070

5071 Instructor response time and feedback to assignments will take place within a 72-hour period (during
 5072 the business week, Monday-Friday) of the submission of the assignment. Students can visit My
 5073 Grades/Grade Center in Blackboard to locate instructor feedback and/or grading.

5074

5075 **CLASS AND UNIVERSITY POLICIES**

5076

5077 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 5078 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 5079 community. One of the most important of these standards is academic honesty. You are expected to
 5080 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 5081 the University.

5082

5083 **Religious Holiday Policy Statement:** The University of North Carolina at Pembroke has a legal and moral
 5084 obligation to accommodate all students who must be absent from classes or miss scheduled exams in
 5085 order to observe religious holidays; we must be careful not to inhibit or penalize these students for
 5086 exercising their rights to religious observance. To accommodate students' religious holidays, each
 5087 student will be allowed two excused absences each semester with the following conditions:

5088

5089 1. Students, who submit written notification to their instructors within two weeks of the
 5090 beginning of the semester, shall be excused from class or other scheduled academic activity to
 5091 observe a religious holy day of their faith. Excused absences are limited to two class sessions
 (days) per semester.

5092

5093 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.

5094

5095 3. Students should not be penalized due to absence from class or other scheduled academic
 activity because of religious observances.

5096

5097 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

5098 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
5099 through the student grievance procedure.

5100 **Absences for University-Sanctioned Events:** If a student is representing the University in an official
5101 capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics,
5102 band) at an official University-sanctioned event, that absence shall be excused. Students are responsible
5103 for all coursework missed and must make up the work within three university business days after the
5104 student returns to campus. Any student who anticipates missing more than 15% of the course should
5105 not enroll in the course without prior approval from the instructor.

5106 It is the responsibility of the student to communicate with the professor or instructor about classes
5107 missed for any reason, including University sanctioned events. Students must provide official
5108 documentation of proposed University-sanctioned events that will result in excused absences during the
5109 first week of each semester. Prior written documentation must be provided for each excused absence.

5110 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
5111 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
5112 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
5113 provides sequential topics and experiential activities within a collaborative learning environment that
5114 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
5115 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
5116 and behaviors necessary for social work practice. Experiential activities give students opportunities to
5117 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
5118 instructor-student and student-student intellectual exchanges, and peer observation and insights are
5119 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
5120 classes (unless an exemption is provided to a student with a disability as an ADA accommodation; please
5121 contact Accessibility Resource Center at 910-521-6695 for eligibility for services).

5122 Attendance is defined as presence during the entire period of a scheduled class or course activity or
5123 until student has completed a specified course activity. For online courses, students are considered to
5124 be absent if they fail to participate in or complete scheduled course activities. In this course, such as
5125 missing a self-check, journal entry, blog, or quiz represents an absence resulting in a 1-point deduction
5126 for lack of course participation. The following are reasons for which excused absences could possibly be
5127 permitted for a class session based on the individual course instructor approval:

- 5128
- 5129 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
 - 5130 2) Short-term illness with immediate medical documentation
 - 5131 3) Required appearance in a court of law with documentation
 - 5132 4) Required military duty with documentation
 - 5133 5) Participation in a University-sponsored activity (prior approval of instructor is required)
 - 5134 6) ADA accommodation with documentation

5135

5136 Course instructors may, at their own discretion, allow other excused absences but are under no
5137 obligation to do so. In case of an excused absence, students are responsible for all course materials
5138 covered. The format of any make-up course activity, including examination, will be at the discretion of
5139 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
5140 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
5141 activity.

5142 **Note:** It is paramount that students master the social work practice behaviors required to
5143 successfully complete their social work program. Any absence in a course, whether excused or

5144 unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for
 5145 experiential learning. Students who have a documented disability will be responded to on an individual
 5146 basis. Students are strongly encouraged to use any absences in a well-determined manner.

5147 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 5148 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
 5149 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 5150 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 5151 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 5152 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 5153 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 5154 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 5155 the Student Honor Code. You are also not to use the same assignment in two different classes without
 5156 permission of both instructors.

5157 **ONLINE LEARNING**

5158
 5159 Distance learning is self-directed. It requires a high level of individual responsibility, dedication, and self-
 5160 discipline on the part of the student. In this course, each student is responsible for one's own work,
 5161 progress, and success. In order to succeed, it is recommended that each student adhere to the
 5162 following:

- 5163
 5164 1. Attend all weekly online class activities, including responses to discussion-based activities
 5165 and timely submission of assignments.
- 5166 2. Back up every piece of work completed on disk and make a hard copy. If a student
 5167 experiences personal computer challenges, the student is responsible for resolving one's
 5168 own technical challenges. Do not contact the course instructor to resolve personal computer
 5169 difficulties. Heavy internet use occurs during the evening hours of 8-10pm. Consider logging
 5170 on at other times if possible.
- 5171 3. Late Work: Each week's work must be completed by the date specified in the syllabus and
 5172 learning modules. Late submissions either receive decreased or no credit based on the
 5173 assignment.
- 5174 4. Every student is expected to participate on the electronic discussion as assigned. Also, postings
 5175 should be meaningful, represent critical thinking, integrate course learning, and enhance the
 5176 discussion. Plagiarized work receives zero points and possible failure of the course. Always cite works
 5177 from other sources in APA Style format.
- 5178 5. Attendance: Attendance is determined by timely completion of quizzes, tests, and assignments.
 5179 Failure to complete the weekly work by "no later than" dates will be considered as an absence.
 5180 Computers do crash yet this is not a legitimate reason to "miss" class by not submitting assignments
 5181 as due. It is the student's responsibility to ensure access to a computer with internet connection,
 5182 access to Blackboard, and alternate computer options during computer challenges.
- 5183 6. Disappearing: No communication from a student during discussion-based assignments means the
 5184 student has left the class. There can be **no Incompletes** in this course, as discussion-based
 5185 assignments cannot be recreated.

5186
 5187 **Netiquette (network etiquette)** At all times, course communication with fellow students and the
 5188 instructor are to be professional and courteous. It is expected that all work and forms of communication

5189 are proof read. If new to online learning or need a netiquette refresher, please view the guide titled, [The](#)
5190 [Core Rules of Netiquette](#).

5191 **Email/Communication Procedures** Several assignments will be submitted via Blackboard. Students may
5192 send an extra copy of written assignments via email just as an extra precaution. All files must be saved
5193 as Microsoft Word documents, other formats will not be accepted.

5194 **General Email** When sending email to the course instructor, the student must identify oneself fully by
5195 name and class through the university email account only (personal accounts such as yahoo, gmail, etc.
5196 are not acceptable and may not receive a response from the course instructor). Apply the netiquette
5197 methods in all email messages. The course instructor will check emails periodically and respond within
5198 48 hours during the business week (Monday through Friday). Emails submitted on Fridays will receive a
5199 response within 48 hours during the next business week (Monday or Tuesday). Email is the best method
5200 of contacting the course instructor. Phone message contacts will receive responses within the same
5201 timeframes as noted for email contacts.

5202
5203 **Student-created Materials on the Online System** The instructor may require students to post their own
5204 work (i.e. blog postings) or, with the student's permission, may post a student's work on the online
5205 course site. Student work will be retained in the course site beyond the duration of the term until
5206 expiration from the Blackboard site. As the site will eventually expire, students are encouraged to save
5207 any copies of their work.

5208 5209 UNIVERSITY SUPPORT SERVICES

5210
5211 **ADA Statement:** Federal laws require UNCP to accommodate students with documented learning,
5212 physical, chronic health, psychological, visual or hearing disabilities.

5213 In post-secondary school settings, academic accommodations are not automatic; to receive
5214 accommodations, students must make a formal request and must supply documentation from a
5215 qualified professional to support that request. Students who believe they qualify must contact the
5216 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
5217 accommodation process. All discussions remain confidential. Accommodations cannot be provided
5218 retroactively. More information for students about the services provided by ARC and the
5219 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

5220 **Alternative Format Statement:** This publication is available in alternative formats upon request. Please
5221 contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

5222 **Academic Resource Mentoring** in the Academic Support Center supports the UNV 1100 course and
5223 provides mentoring to any student, addressing their unique academic concerns to guide them in
5224 achieving their personal academic goals; contact jennifer.bruner@uncp.edu or 910-775-4391.

5225 **NC-HCAP:** Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to
5226 students seeking to be employed in healthcare through test preparation workshops, course tutoring,
5227 guidance during the application process for healthcare programs, job shadowing, internships, and
5228 advisement; contact hcap@uncp.edu or 910-521-6673.

5229 **The Resource Learning Lab:** in the Academic Support Center offers 1) computer based, self-paced
5230 tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such
5231 as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available
5232 to all students; contact mark.hunt@uncp.edu or 910-775-4393.

5233 **Striving Toward Academic Recovery:** The STAR program in the Academic Support Center is intended for
5234 students who are returning from an academic and/or financial aid suspension, assisting them to get back

- 5235 on track academically so that they can be successful at UNCP; contact courtney.walters@uncp.edu or
5236 910-775-4408.
- 5237 **TRIO programs:** This federally-funded office provides eligible students with one-on-one and group
5238 tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and
5239 B; contact trioprograms@uncp.edu or 910-521-6242.
- 5240 **Transfer Transition Office:** The Transfer Transition Office, located in Jacobs Hall Suite H, provides
5241 student support services and academic resources for students transferring from community colleges and
5242 other institutions of higher education to the campus of UNC Pembroke; contact
5243 transfer.transition@uncp.edu or 910-521-6269.
- 5244 **Tutoring:** The tutoring program of the Academic Support Center helps students achieve their academic
5245 goals by offering group or individual tutoring in all General Education and many upper-level courses.
5246 Students can sign up at www.uncp.edu/asc/study/tutoring_request.html or contact
5247 jennifer.mcneill@uncp.edu or 910-775-4311.
- 5248 **The University Writing Center:** The University Writing Center, located in D.F. Lowry 308 and available
5249 online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek
5250 assistance with written assignments at any stage during the writing process, from brainstorming ideas to
5251 drafting, revising, and editing.
- 5252 **A Note about Self-Disclosure:** The social worker uses the self as a tool in the helping process and must
5253 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
5254 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
5255 throughout the social work curriculum. Students may be called upon through exercises, written
5256 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
5257 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
5258 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
5259 *be required to disclose information beyond what is considered by the student to be comfortable and*
5260 *appropriate.*

5261 Supplemental Reading List

- 5262 Booth, A. (2007). Colonial legacies: Economic and social development in East and Southeast
5263 Asia. Honolulu, HI: University of Hawaii Press.
- 5264 Borrmann, S., Klassen, M., & Spatscheck,, C. (Eds.). (2007). International social work social
5265 problems, cultural issues and social work education. Farmington Hills, MI: Barbara Budrich
5266 Publishers.
- 5267 Cook, K. & Powell, C. (2003). Unfinished business: Aboriginal reconciliation and restorative
5268 justice in Australia. *Contemporary Justice Review*, 6, 2779-2791.
- 5269 Cox, D. & Pawar, M. (2006). International social: Issues, strategies, and programs. Thousand
5270 Oaks, CA: Sage Publications.
- 5271 de Soto, Hernando. (2001). The mystery of capital: Why capitalism triumphs in the west and
5272 fails everywhere else. New York: Basic Books.
- 5273 Gallagher, N. (2005). Amnesty International and the idea of Muslim women's human rights.
5274 *Journal of Mideast Women's Studies*, 1, 97-107.
- 5275 Patel, L., Kaseke, E., & Midgley, J. (2012), pp.
- 5276 Pettifor, J. L. (2004). Professional ethics across national boundaries. *European Psychologist*, 9,
5277 264-272.
- 5278 Pyles, L. (2008). The capabilities approach and violence against women: Implications for social
5279 development. *International Social Work*, 51(1), 25-36.
- 5280

- 5281 Ryan, M. (2000). Learning to care for clients in their world, not mine. *Journal of Nursing*
5282 *Education*, 39, 401-408.
- 5283 Sen, A. (1999). *Development as freedom*. New York: NY: Random House.
- 5284 Stoesz, D., Guzzetta, C., & Lusk, M. (1999). An integrative model of development. *International*
5285 *Development* (Chapter 14), pp. 242-260.
- 5286 Tasse, A. & Butterfield, A. (2012). Can Africa learn from Africa? Can the world learn from
5287 Africa? *Journal of Community Practice*, 20(1-2), pp.
- 5288 Tice, C. J. & Long, D. D. (Eds.) (2009). *International social work policy and practice: Practical*
5289 *insights and perspectives*. Hoboken, NJ: Wiley.
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