

Agenda
Subcommittee on Curriculum
Thursday, March 3, 2016
3:30 PM Room 213 University Center

Members: Victor Bahhouth (S&BS to 2016), Chiuchu (Melody) Chuang (EDUC to 2016), Brian Edwards (SGA Secretary), 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), Andrew Yarborough (SGA Senator)

1. Call to Order

2. Adoption of Agenda

3. Approval of Minutes of February 4, 2016 (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

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

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

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

7. Proposals from the Honors College (see pp. 10-11)

7.1 Course Proposal: Revise the course title and description of HON 2510

7.2 Course Proposal: Revise description of HON 2750

8. Proposals from the Department of History (see pp. 12-14)

8.1 Program Proposal: add elective options to distribution areas for B.A. in History

8.2 Program Proposal: remove 2 credits of general university electives from B.A. in History with Social Studies Education, reducing total number of hours to degree from 128 to 126

9. Proposal from the Department of Accounting and Finance (see p. 15)

9.1 Program Proposal: add PHI 2040 to requirements for B.A. in Accounting; move ACC 4130 and BLAW 3180 from General Business Requirement to Accounting Requirements in program description

10. Proposal from the Department of Management, Marketing, and International Business (see p. 16 and Appendix C)

10.1 Course Proposal: Create MKT 4400 Social Media Marketing

11. Proposals from the Department of Geology and Geography (see pp. 17-18)

11.1 Program Proposal: create interdisciplinary Minor in Sustainability out of existing courses

48

49 **12. Proposals from the Department of Political Science and Public Administration** (see pp. 19-32)

50 **12.1 Course Proposal:** change course number and prerequisites for PAD 2100 (becomes PAD 3100)

51 **12.2 Course Proposal:** change course number and prerequisites for PAD 2190 (becomes PAD 3190)

52 **12.3 Course Proposal:** revise title, description, and prerequisite for PLS 2010; cross-list with PAD 2010

53 **12.4 Course Proposal:** revise title, description, and prerequisite for PAD 2010; cross-list with PLS 2010

54 **12.5 Course Proposal:** remove prerequisites for PLS 2150

55 **12.6 Course Proposal:** delete PAD 1000, 2330; PLS 2020, 2130, 3020, 3930, 4520

56 **12.7 Course Proposal:** revise prerequisites for PLS 3010, 3040, and 3060

57 **12.8 Course Proposal:** revise prerequisites for PLS 3600

58 **12.9 Course Proposal:** revise prerequisites for PAD 3440

59 **12.10 Course Proposal:** revise prerequisites for PAD 3600

60 **12.11 Course Proposal:** revise prerequisites for PAD 3640

61 **12.12 Course Proposal:** revise prerequisites for PAD 3980 and 3990

62 **12.13 Course Proposal:** revise prerequisites for PAD 4530, disconnect from PAD 5510, and link to PAD
63 5000 (pending approval from Graduate Council)

64 **12.14 Course Proposal:** revise prerequisites for undergraduate sections of PAD 4550/5550 and
65 4770/5770

66 **12.15 Course Proposal:** revise title of PLS 4510

67 **12.16 Program Proposal:** revise options in Core, International Studies track, and Public Policy and
68 Administration track for B.S. in Political Science

69 **12.17 Program Proposal:** revise Academic Concentration in Political Science

70 **12.18 Program Proposal:** revise Minor in Political Science

71 **12.19 Program Proposal:** revise Minor in Public Administration

72

73 **13. Proposals from the Department of Art** (see pp. 33-37)

74 **13.1 Course Proposal:** delete ART 4070 and 4080

75 **13.2 Course Proposal:** revise prerequisites for ART 4000

76 **13.3 Program Proposal:** remove references to nonexistent courses from description of Minor in Art
77 History

78 **13.4 Program Proposal:** revise B.A. in Art to create two tracks (Studio Art and K-12 Licensure)

79 **13.5 Program Proposal:** delete B.A. in Art Education degree program

80

81 **14. Proposals from the Department of Social Work** (see pp. 38-56 and Appendix D)

82 **14.1 Course Proposal:** revise course description for SWK 2000

83 **14.2 Course Proposal:** revise course description and prerequisites for SWK 2450

84 **14.3 Course Proposal:** revise course description and prerequisites for SWK 3450

85 **14.4 Course Proposal:** revise course description and prerequisites for SWK 3480

86 **14.5 Course Proposal:** revise course description and prerequisites for SWK 3800

87 **14.6 Course Proposal:** revise course description and prerequisites for SWK 3850

88 **14.7 Course Proposal:** revise course description and prerequisites for SWK 3910

89 **14.8 Course Proposal:** revise course description and prerequisites for SWK 4450

90 **14.9 Course Proposal:** revise prerequisites for SWK 4800

91 **14.10 Course Proposal:** revise prerequisites for SWK 4900

92 **14.11 Course Proposal:** revise prerequisites for SWK 4910

93 **14.12 Course Proposal:** create SWK 5010: Foundation Field I External Supervision

94 **14.13 Course Proposal:** create SWK 5020: Foundation Field II External Supervision

- 95 **14.14 Course Proposal:** create SWK 5030: Concentration Field I External Supervision
96 **14.15 Course Proposal:** create SWK 5040: Concentration Field II External Supervision
97 **14.16 Course Proposal:** create SWK 6700: Integrated Health Policy and Services
98 **14.17 Course Proposal:** create SWK 6800: International Social Work and Social Development
99 **14.18 Program Proposal:** expand elective options for Minor in Social Welfare
100 **14.19 Program Proposal:** add SWK 5010, 5020, 5030, 5040, 6700, and 6800 to elective options for
101 Master of Social Work
102 **14.20 Program Proposal:** add SWK 5030, 5040, 6700, and 6800 to elective options for Master of Social
103 Work—Advanced Standing
104
105
106 **15. Unfinished Business**
107 15.1 Report from University Registrar
108
109 **16. New Business**
110 **17. Announcements**
111 **18. Adjournment**
112

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

114 **4.1 Course Proposal:** Create REL 4270 Sects, “Cults,” and New Religions

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

118
119 Dept vote: 4 for; 0 against; 0 abstain

120 Affect others: No

121 Cross-Listing: No

122 Additional Resources: No

123 Affects Articulation Agreement: No

124 Affects Degree Pathway: No

125 Affects CAA Degree Plan: No

126
127 COURSE DESCRIPTIONS:

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

129 Hours: 3

130 Prerequisites: none

131 Required: no

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

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

136 Code: LEC

137
138 Syllabus: See Appendix B

139

140

141

142 **4.2 Program Proposal:** Add REL 4270 to list of options in “World Religions” distribution requirement for
143 the B.A. in Philosophy and Religion. Also clarify course requirements & GPA calculation within the major.

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

147
148 Dept vote: 4 for; 0 against; 0 abstain

149 Affect others: No

150 New Courses: Yes

151 Additional Resources: No

152 Affects Degree Pathway: No

153 Affects CAA Degree Plan: No

154

155 Catalog Entry:

156 **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 |

157
158
159
160
161
162
163
164
165
166
167
168
169
170
171

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 |

172

173

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

175 **5.1 Course Proposal:** The department wishes to reinstate that MCM 2400 (Writing for the Media) is a
176 prerequisite for PRE 4070 (Public Relations Media). Both courses are currently offered in the
177 Department and required for the degree. No changes to either course are being requested other than
178 making MCM 2400 a prerequisite for PRE 4070. MCM 2400 is an introductory writing course and PRE
179 4070 is an advanced writing course.

180
181 **Rationale:** The prerequisite was inadvertently deleted when JRN 3010 was eliminated as a prerequisite
182 for PRE 4070. Because MCM 2400 had been a prerequisite for JRN 3010, so there was no need to
183 specify that MCM 2400 was a prerequisite for PRE 4070. Now that JRN 3010 is no longer a prerequisite
184 for PRE 4070, there is a need to specify that MCM 2400 is a prerequisite.

185
186 Dept vote: 7 for; 0 against; 0 abstain

187 Affect others: No

188 Cross-Listing: No

189 Additional Resources: No

190 Affects Articulation Agreement: No

191 Affects Degree Pathway: No

192 Affects CAA Degree Plan: No

193

194 COURSE DESCRIPTIONS:

195 PRE 4070 Public Relations Media

196 Hours: 3

197 Prerequisites: PRE 2200, MCM 2400

198 Required: yes (for public relations track)

199 Course description: Major forms of public relations writing: news and feature releases, replies to
200 complaint letters, public service announcements, documentaries, copy for video news releases, inverted
201 and magazine forms of news writing, annual reports, and newsletters. Prerequisites: PRE 2200, MCM
202 2400

203 Course title: Public Relations Media

204 Code: LEC

205

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

207 **6.1 Program Proposal:** Create a Literary Studies and a Professional Writing emphases within the BA in
 208 English Degree. Delete SPE 2000 Interpersonal Communication or SPE 2010 Fundamentals of Speech
 209 from the Core Requirements for the BA in English degree. Add 3 credit hours to the requirement for the
 210 additional required courses for a total of 21 hours. Add ENGS 4xxx to the list of upper-level literature
 211 course options for the literary studies and the professional writing emphases

212
 213 **Rationale:** The department agreed at the April 13, 2015 meeting to create tracks or areas of emphasis in
 214 literary studies and professional writing within the BA in English degree in order to better serve the
 215 needs of students majoring in English and to make the curriculum more attractive to prospective
 216 students.

217
 218 Dept vote: 40 for; 0 against; 1 abstain

219 Affect others: Yes (Department of Mass Communication—adding PRE 3450 as one of the course options
 220 in the Professional Writing emphasis)

221 New Courses: No

222 Additional Resources: No

223 Affects Degree Pathway: Yes

224 Affects CAA Degree Plan: Yes

225

226 Catalog Entry:

227 **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 |

228
229

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

231 **7.1 Course Proposal:** Revise the course title and description of HON 2510: Horizons in Math and
232 Computer Science (will become Topics in Mathematics).

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

237

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

239 Affect others: No

240 Cross-Listing: No

241 Additional Resources: No

242 Affects Articulation Agreement: No

243 Affects Degree Pathway: No

244 Affects CAA Degree Plan: No

245

246 COURSE DESCRIPTIONS:

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

248 Hours: 3

249 Prerequisites: Honors College students only

250 Required: no

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

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

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

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

256 Divisional Electives area of Natural Sciences and Mathematics.

257 Course title: Topics in Mathematics

258 Code: LEC

259

260

261 **7.2 Course Proposal:** Revise description of HON 2750 The Individual in Society

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

264

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

266 Affect others: No

267 Cross-Listing: No

268 Additional Resources: No

269 Affects Articulation Agreement: No

270 Affects Degree Pathway: No

271 Affects CAA Degree Plan: No

272

273 COURSE DESCRIPTIONS:

274 HON 2570 The Individual in Society

275 Hours: 3

276 Prerequisites: Honors College students only

277 Required: no
278 Course description: ~~Recent topics concerning advances in the study of human behavior are examined~~
279 ~~within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and~~
280 ~~theories of personality. Class presentations and discussion form a major portion of the course. The study~~
281 ~~of human behavior from the perspective of psychology, sociology, or a related field. The course will~~
282 ~~introduce selected topics in the social sciences in a seminar format.~~ Honors students receive General
283 Education credit for a course in the Social Sciences Division.
284 Course title: Individual in Society
285 Code: SEM
286

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

288 **8.1 Program Proposal:** The History Department wishes to add courses to our program options in the
 289 DARS system. These courses are additions to the B.A. in History, have been taught for some time, and
 290 should be coded as sufficient for program requirements. The courses—HST 3040, 3260, 4120, 4230, and
 291 4650—are already in the catalog. The History Department wishes to remove from the DARS system HST
 292 3940 and 4100, courses which have not been taught in some years and have no likelihood of being
 293 taught in the foreseeable future. Finally, where the DARS audit reads “3720 to 3750” and “3840 to
 294 3870,” specific course numbers have been inserted for ease of audit review.

295
 296 **Rationale:** Because some courses do not exist as options, the inclusion of them in a DARS audit can be
 297 misleading. By removing them, students will have a better grasp of the proper path to degree. Other
 298 courses are being regularly taught and need to be added and properly listed in a DARS so that students
 299 and advisors can understand the path to graduation.

300
 301 Dept vote: 11 for; 0 against; 0 abstain

302 Affect others: No

303 New Courses: No

304 Additional Resources: No

305 Affects Degree Pathway: No

306 Affects CAA Degree Plan: No

307
 308 Course List for DARS:
 309 American: SELECT FROM: HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260 (OR AIS 3260), HST
 310 3410 (OR ECN 3410), HST 3610, 3620, 3800, 3820, ~~3940~~, 4040, 4050, 4060, 4070, ~~4100~~, 4120, 4130,
 311 4230, 4250, 4360, 4650
 312 European: SELECT FROM: HST 3210, 3230, 3270, 3290, 3320, 3370, 4120, 4170, 4210, 4220, 4270, 4300,
 313 4320, 4330, 4410, 4420, 4430
 314 Non-Western: SELECT FROM: HST 3028, 3029, 3440, 3450, 3720, 3730, 3740, 3750, 3840, 3850, 3860,
 315 3870, 4450, 4460

316
 317
 318 **8.2 Program Proposal:** The current requirements for a Bachelor of Arts Degree in History- Social Studies
 319 Education are 128 total course work hours. The proposal of the History Department is to reduce two
 320 elective hours (5 are currently required). This will change the degree requirements to 126 hours.

321
 322 The History Department wishes to add courses to the DARS system. These courses are additions to the
 323 BA in History: Social Studies Education, have been taught for some time and should be coded as
 324 sufficient for program requirements. The courses are already in the catalog. In addition, the History
 325 Department would like to remove from the DARS system a course which has not been taught in some
 326 years and has no likelihood of being taught in the foreseeable future. Finally, where the DARS audit
 327 reads “3720 to 3750” and “3840 to 3870,” specific course numbers have been inserted for ease of audit
 328 review.

329
 330 **Rationale:** History Department Social Studies Education majors struggle to complete the required 128
 331 hours in four years. Reducing the total course hours from 128 to 126 will effectively mean one less
 332 course and make completion in four years more likely. This will also bring Social Studies Education in line
 333 with similar programs (English Education, 124 hours; and Math Education 9-12 127 hours). Reduction of

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

336
337 Because some courses do not exist as options, the inclusion of them in a DARS audit can be misleading.
338 By removing them, students will have a better grasp of the proper path to degree. Other courses are
339 being regularly taught and need to be added and properly listed in a DARS so that students and advisors
340 can understand the path to graduation.

341
342 Dept vote: 11 for; 0 against; 0 abstain

343 Affect others: No

344 New Courses: No

345 Additional Resources: No

346 Affects Degree Pathway: Yes

347 Affects CAA Degree Plan: No

348
349 Course List for DARS
350 American: SELECT FROM: HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260 (OR AIS 3260), HST
351 3410 (OR ECN 3410), HST 3610, 3620, 3800, 3820, ~~3940~~, 4040, 4050, 4060, 4070, ~~4100~~, 4120, 4130,
352 4230, 4250, 4360, 4650

353 European: SELECT FROM: HST 3210, 3230, 3270, 3290, 3320, 3370, 4120, 4170, 4210, 4220, 4270, 4300,
354 4320, 4330, 4410, 4420, 4430

355 Non-Western: SELECT FROM: HST 3028, 3029, 3440, 3450, 3720, 3730, 3740, 3750, 3840, 3850, 3860,
356 3870, 4450, 4460

357
358

359 Catalog Entry:

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

361 Coordinator: Jeffrey K. Lucas Serina Cinnamon

362 Upon successful completion of the program of study in Social Studies Education and related
363 requirements, graduates are eligible for a Standard Professional license to teach secondary or middle
364 grades social studies in the State of North Carolina. For a more detailed description, including the
365 program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of
366 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 |

367 NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as
368 soon as possible in their college career. Consultation with the Program Coordinator or program advisor
369 prior to registering for General Education courses is strongly recommended.
370

371 **9. Proposal from the Department of Accounting and Finance**

372 **9.1 Program Proposal:** add PHI 2040 to requirements for B.A. in Accounting; move ACC 4130 and BLAW
373 3180 from General Business Requirement to Accounting Requirements in program description.

374
375 **Rationale:** Accounting students need to be well aware of ethics and ethical decision making. Having this
376 as one of their General Education courses should improve their knowledge and decision making skills
377 with regard to ethics. Other courses in Accounting and Business Law can use this as a building block for
378 discussions of ethical behavior occur in those courses.

379
380 Accounting majors are required to have a 2.0 QPA in the Accounting Requirements in addition to a 2.0
381 QPA in the General Business Requirements and a 2.0 QPA overall. Moving these two courses provides
382 the students with two more courses to improve their Accounting Requirements average.

383
384 Dept vote: 9 for; 0 against; 0 abstain
385 Affect others: Yes (Philosophy & Religion--will increase demand for the course)
386 New Courses: No
387 Additional Resources: No
388 Affects Degree Pathway: Yes
389 Affects CAA Degree Plan: Yes

390
391 Catalog Entry:
392 Requirements for Bachelor of Science in Accounting
393 Freshman Seminar and General Education, including: MAT 1070 and 2150, 45
394 Econ 2020 and 2030, PHI 2040
395 General Business Requirements 42 36
396 Bus 1000-1006, DSC 2090, 3180, ACC 2270, 2280, 4130
397 DSC 3130 3140, MGT 3030, 3060, MKT 3120, FIN 3100,
398 ECN 3010 or ECN/FIN 3040; MGT 4660; ~~BLAW 3180~~
399 Accounting Requirements 24 30
400 ACC 3210, 3220, 3310, 4130, 4170, 4180, 4210, 4500, 4580,
401 BLAW 3180
402

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

404 **10.1 Course Proposal:** Create MKT 3xxx Social Media Marketing. This proposal concerns a new
 405 undergraduate course on social media marketing that has been developed in order to expose students
 406 to a growing area of marketing practice that is organized around terminology, principles, and techniques
 407 (including analytical techniques) that are substantially distinct from those emphasized in existing
 408 undergraduate marketing courses. This course can be delivered in either a face-to-face or an online
 409 format and can be taken by students who have completed MKT 3120 (Principles of Marketing) with a
 410 final grade of "C" or better. Please see the accompanying syllabus for further details.

411
 412 **Rationale:** This new course serves as an important update to existing undergraduate marketing courses
 413 which, although they do address firms' promotional activities in depth, are not specifically focused on
 414 the growing practice of social media marketing by firms. Consumer adoption of social media is
 415 widespread, but the social media landscape is highly turbulent and the terminology, principles, and
 416 techniques of social media marketing (including those focused on social media marketing analysis) are
 417 substantially distinct from those emphasized in existing undergraduate marketing courses. Beyond
 418 merely posting updates to social media platforms, social media marketers must develop an
 419 understanding of the evolving social media landscape in order to remain aligned with key consumer and
 420 technological trends, develop skills in social media marketing campaign development and
 421 implementation, and equip themselves with the ability to apply various analytical techniques for
 422 listening to customers, assessing campaign performance, and observing behavior on websites. It is
 423 intended that the social media marketing course would emphasize these key learning outcomes and
 424 that students who succeed in the course would possess knowledge and skills with a very high level of
 425 applicability to current and anticipated marketing practice.

426
 427 Dept vote: 9 for; 0 against; 0 abstain

428 Affect others: No

429 Cross-Listing: No

430 Additional Resources: No

431 Affects Articulation Agreement: No

432 Affects Degree Pathway: No

433 Affects CAA Degree Plan: No

434

435 COURSE DESCRIPTIONS:

436 MKT 4400 Social Media Marketing

437 Hours: 3

438 Prerequisites: C or better in MKT 3120

439 Required: no

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

444 Course title: Social Media Marketing

445 Code: LEC

446

447 Syllabus: See Appendix C

448

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

450 **11.1 Program Proposal:** Establish a new Sustainability Minor that will be housed in the Department of
 451 Geology of Geography. The minor will be an interdisciplinary program that utilizes existing courses
 452 related to sustainability, including Environmental Science, Geology & Geography, American Indian
 453 Studies, and other departments. All students in the minor will complete a Seminar Program that will ask
 454 them to attend 4 seminars on sustainability. The purpose of the seminars is to expose students to
 455 individuals or events related to how sustainability is part of the workplace, and to create professional
 456 contacts for the students. 2-3 seminars per semester will be approved and/or organized through the
 457 Sustainability Office.

458
 459 **Rationale:** The UNC Sustainability Policy 600.6.1 (Adopted 2009; Amended 2013) states all UNC schools
 460 are to, among other things, "systematically incorporate sustainability throughout the institution by
 461 integrating the policy goals into the institution's processes, administration, teaching, research, and
 462 engagement." In addition, being a signatory of the Appalachian Energy Summit in 2012, UNCP publically
 463 agreed to, among other things, "educate our students to be leaders of tomorrow through our active and
 464 demonstrative pursuit of the initiative's goals; position the University of North Carolina system and our
 465 Private University colleagues as national leaders in sustainability education; create a culture of
 466 environmental and economic sustainability across the UI\IC system through administrative leadership,
 467 student involvement, curricula development, campus operations, and new partnerships between the
 468 university, its benefactors and industry." UNCP's signatory commitments to the American College and
 469 University Presidents' Climate Commitment in 2014, also agreed to, among other things, "take actions to
 470 make climate neutrality and sustainability a part of the curriculum and other educational experience for
 471 all students."

472
 473 Therefore, the goal of the sustainability minor is to establish an academic pathway for students and
 474 the University of North Carolina at Pembroke to become regional and national leaders in
 475 sustainability. Currently the minor is being proposed to utilize courses that are already being taught
 476 here on campus. We have confidence that the minor will receive support from the student body and
 477 faculty so that the program will grow. For example, the campus has already suggested that
 478 sustainability is an important topic for our students and our faculty as seen in a survey sent out to
 479 campus in Sept 2015 (an IRB approved survey through the Office of Sustainability). The survey
 480 suggested that 95% of respondents (789) support academic courses, research, and service learning
 481 opportunities that would prepare individuals to resolve social, environmental, and economic issues in
 482 the world today.

483
 484 Dept vote: 7 for; 0 against; 0 abstain

485 Affect others: Yes

- 486 • Departments of English, Theater, and Foreign Languages & American Indian Studies will house
 487 one of the core courses required for the minor (AIS/ENG 2410)
- 488 • Department of Biology will house one of the core courses for the minor and two of the courses
 489 that students can select (ENV 1100, ENV 2450, and ENV 4100)
- 490 • Department of Philosophy and Religion will house a course that the students can select (PHI
 491 3300).
- 492 • Department of Management, Marketing, and International Business will also house a course
 493 that the students can select (MGT 4310). Department of Sociology and Criminal Justice will also
 494 house a course that the students can select (SOC 3160).

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

497 New Courses: No

498 Additional Resources: No

499 Affects Degree Pathway: N/A

500 Affects CAA Degree Plan: N/A

501

502 Catalog Entry:

503

SUSTAINABILITY MINOR

504

Coordinator: Daren Nelson

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

514 **Requirements for a Minor in Sustainability** **Sem. Hrs.**

515 **Core Courses:** ENV 1100, GLY 2620, AIS/ENG 2410 9

516 **Electives:** select one of the following courses: ENV 2450, MGT 4310 3

517 Select two of the following courses: GGY 3290, PHI 3300, ENV 4100, SOC 4420 6

518 **Total: 18**

519

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

521 **12.1 Course Proposal:** change course number and prerequisites for PAD 2100 (becomes PAD 3100)

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

527

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

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

531 Cross-Listing: no

532 Additional Resources: no

533 Affects Articulation Agreement: no

534 Affects Degree Pathway: yes

535 Affects CAA Degree Plan: no

536

537 **COURSE DESCRIPTIONS:**

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

539 Hours: 3

540 Prerequisites: ~~PAD 1000~~ PLS 1010

541 Required: yes

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

546 Course title: Intro to Public Administration

547 Code: LEC

548

549

550

551 **12.2 Course Proposal:** change course number and prerequisites for PAD 2190 (becomes PAD 3190)

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

558

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

560 Affect others: no

561 Cross-Listing: no

562 Additional Resources: no

563 Affects Articulation Agreement: no

564 Affects Degree Pathway: yes

565 Affects CAA Degree Plan: no

566

567 COURSE DESCRIPTIONS:
 568 PAD ~~2190~~ 3190 Public Policy and Analysis
 569 Hours: 3
 570 Prerequisites: ~~PAD-1000~~ PLS 1010
 571 Required: yes
 572 Course description: This course seeks to explore both the causes and consequences of public policy, i.e.,
 573 both policy determination and policy impacts. The former is concerned with political, economic, social,
 574 environmental or other factors which are hypothesized to be political determinants. The latter is
 575 concerned with social, economic, political, or other conditions which are hypothesized to be policy
 576 impacts. PREREQ: ~~PAD-1000~~ PLS 1010.
 577 Course title: Public Policy and Analysis
 578 Code: LEC

579
 580
 581 **12.3 Course Proposal:** revise title, description, and prerequisite for PLS 2010; cross-list with PAD 2010
 582 **Rationale:** We would like to streamline our offerings to create clear connections between similar public
 583 administration and political science courses so that they may be cross listed. All of these courses are
 584 introductory level courses that we hope to propose as additional general education courses in order to
 585 expose more students to our department. Removing the prerequisites will not have an impact on the
 586 quality of the courses as they are currently taught.

587
 588 Dept vote: 10 for; 0 against; 3 abstain
 589 Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)
 590 Cross-Listing: yes (PAD/PLS 2010, so cross-listed within department)
 591 Additional Resources: no
 592 Affects Articulation Agreement: no
 593 Affects Degree Pathway: no
 594 Affects CAA Degree Plan: no

595
 596 COURSE DESCRIPTIONS:
 597 PLS 2010 American State & Local Government, Administration, & Policy
 598 Hours: 3
 599 Prerequisites: ~~PLS-1000 or 1010~~
 600 Required: depends on concentration
 601 Course description: An examination of the ~~setting~~, institutions, ~~administrative issues~~, politics, and
 602 ~~policy~~ies concerns of state and local governments in the United States. ~~PREREQ: PLS-1000 or 1010.~~
 603 ~~Cross-listed with PAD 2010.~~
 604 Course title: Am State & Local Govt
 605 Code: LEC

606
 607
 608 **12.4 Course Proposal:** revise title, description, and prerequisite for PAD 2010; cross-list with PLS 2010
 609 **Rationale:** We would like to streamline our offerings to create clear connections between similar public
 610 administration and political science courses so that they may be cross listed. All of these courses are
 611 introductory level courses that we hope to propose as additional general education courses in order to
 612 expose more students to our department. Removing the prerequisites will not have an impact on the
 613 quality of the courses as they are currently taught.

614
615 Dept vote: 10 for; 0 against; 3 abstain
616 Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)
617 Cross-Listing: yes (PAD/PLS 2010, so cross-listed within department)
618 Additional Resources: no
619 Affects Articulation Agreement: no
620 Affects Degree Pathway: no
621 Affects CAA Degree Plan: no
622
623 COURSE DESCRIPTIONS:
624 PAD 2010 American State and Local Government, Administration, & Policy
625 Hours: 3
626 Prerequisites: ~~PAD-1000~~
627 Required: depends on concentration
628 Course description: An examination of the institutions, administrative issues, politics, and policy
629 concerns in American state and local government. Credit, 3 semester hours. ~~PREREQ: PAD-1000. Cross-~~
630 ~~listed with PLS 2010.~~
631 Course title: Am State & Local Govt
632 Code: LEC
633
634
635 **12.5 Course Proposal:** remove prerequisites for PLS 2150
636 **Rationale:** We would like to streamline our offerings to create clear connections between similar public
637 administration and political science courses so that they may be cross listed. All of these courses are
638 introductory level courses that we hope to propose as additional general education courses in order to
639 expose more students to our department. Removing the prerequisites will not have an impact on the
640 quality of the courses as they are currently taught.
641
642 Dept vote: 10 for; 0 against; 3 abstain
643 Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)
644 Cross-Listing: no
645 Additional Resources: no
646 Affects Articulation Agreement: no
647 Affects Degree Pathway: no
648 Affects CAA Degree Plan: no
649
650 COURSE DESCRIPTIONS:
651 PLS 2150 North Carolina Politics and Government
652 Hours: 3
653 Prerequisites: ~~PLS-1000 or 1010~~
654 Required: no
655 Course description: A study of the North Carolina political system: its environment, the forces and
656 elements making up the system, the policies of that system, and the impact of the policies. ~~PREREQ: PLS~~
657 ~~1000 or 1010.~~
658 Course title: NC Politics and Govt
659 Code: LEC
660

661

662 **12.6 Course Proposal:** delete PAD 1000, 2330; PLS 2020, 2130, 3020, 3930, 4520663 **Rationale:** These courses are no longer offered and there is no plan to offer them in the future. We are
664 trying to clean up our catalogue offerings.

665

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

667

668 COURSE DESCRIPTIONS:

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

671

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

676

677 ~~PLS 4520. Problems in American Foreign Policy (3 credits) A study of the major issues and problems in~~
678 ~~American foreign policy, including tradition and other constant factors of policy, with emphasis on the~~
679 ~~historical development of U.S. foreign policy in postWorld War II period. Areas covered may include:~~
680 ~~World War II and the origins of the Cold War; the development of the Cold War under Truman and~~
681 ~~Eisenhower; and the foreign policies of U.S. administrations from Kennedy to the present. PREREQ: PLS~~
682 ~~1000 or 1010.~~

683

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

687

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

691

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

700

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

705

706

707

708 **12.7 Course Proposal:** remove PLS 2330 from list of prerequisites for PLS 3010, 3040, and 3060
 709 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
 710 many of our classes to be opened up to increase exposure of our department to students exploring the
 711 major without changing the nature of the courses.

712
 713 Dept vote: 11 for; 0 against; 2 abstain

714 Affect others: no

715 Cross-Listing: no

716 Additional Resources: no

717 Affects Articulation Agreement: no

718 Affects Degree Pathway: no

719 Affects CAA Degree Plan: no

720

721 COURSE DESCRIPTIONS:

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

723 Hours: 3

724 Prerequisites: PLS 1010 ~~and 2330~~

725 Required: no

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

729 Course title: Pol Parties Interest Groups US

730 Code: LEC

731

732 PLS 3040 Legislative Process in the United States

733 Hours: 3

734 Prerequisites: PLS 1010 ~~and 2330~~

735 Required: no

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

741 Course title: Leg Process in US

742 Code: LEC

743

744 PLS 3060 The American Presidency

745 Hours: 3

746 Prerequisites: PLS 1010 ~~and 2330~~

747 Required: no

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

750 Course title: American Presidency

751 Code: LEC

752

753

754

755 **12.8 Course Proposal:** revise prerequisites for PLS 3600

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

759
760 Dept vote: 11 for; 0 against; 2 abstain

761 Affect others: no

762 Cross-Listing: no

763 Additional Resources: no

764 Affects Articulation Agreement: no

765 Affects Degree Pathway: no

766 Affects CAA Degree Plan: no

767

768 COURSE DESCRIPTIONS:

769 PLS 3600 Introductory Internship in Political Science

770 Hours: 3

771 Prerequisites: PLS 1000 or PLS 1010 and PLS 2330

772 Required: no

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

777 Course title: Intro Internship Pol Sci

778 Code: INT

779

780

781 **12.9 Course Proposal:** revise prerequisites for PAD 3440

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

786

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

788 Affect others: no

789 Cross-Listing: no

790 Additional Resources: no

791 Affects Articulation Agreement: no

792 Affects Degree Pathway: no

793 Affects CAA Degree Plan: no

794

795 COURSE DESCRIPTIONS:

796 PAD 3440 Introduction to Budgeting and Financial Management

797 Hours: 3

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

799 Required: depends on concentration

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

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

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

804 Course title: Intro Budgeting Fin Mgmt

805 Code: LEC

806

807

808 **12.10 Course Proposal:** revise prerequisites for PAD 3600

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

813

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

815 Affect others: no

816 Cross-Listing: no

817 Additional Resources: no

818 Affects Articulation Agreement: no

819 Affects Degree Pathway: no

820 Affects CAA Degree Plan: no

821

822 COURSE DESCRIPTIONS:

823 PAD 3600 Introductory Internship in Public Administration

824 Hours: 3

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

826 Required: no

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

831 Course title: Intro Internship Public Admin

832 Code: INT

833

834

835 **12.11 Course Proposal:** revise prerequisites for PAD 3640

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

840

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

842 Affect others: no

843 Cross-Listing: no

844 Additional Resources: no

845 Affects Articulation Agreement: no

846 Affects Degree Pathway: no

847 Affects CAA Degree Plan: no

848

849 COURSE DESCRIPTIONS:

850 PAD 3640 Practicum in Public Administration

851 Hours: 6

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

854 Required: no

855 Course description: Restriction: Open to majors in Political Science only. This course provides students
856 with management experience of at least 80 working days with regular wages provided by a government
857 or community agency. Working under the supervision of a professor and a designated official of the
858 agency, students produce an extended report exploring a concern of the agency. PREREQ: ~~PSPA-1000 or~~
859 ~~1010~~ PAD 3100 and PLS 2330, and consent of instructor and department chair.

860 Course title: Practicum Public Admin

861 Code: PRC

862

863

864 **12.12 Course Proposal:** replace PAD 1000 with PLS 1010 in prerequisites for PAD 3980 and 3990865 **Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows
866 many of our classes to be opened up to increase exposure of our department to students exploring the
867 major without changing the nature of the courses. Changes to the prerequisites for the PAD courses
868 reflect the deletion of PAD 1000.

869

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

871 Affect others: no

872 Cross-Listing: no

873 Additional Resources: no

874 Affects Articulation Agreement: no

875 Affects Degree Pathway: no

876 Affects CAA Degree Plan: no

877

878 COURSE DESCRIPTIONS:

879 PAD 3980 Directed Research in Public Administration I

880 Hours: 1-3

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

882 Required: no

883 Course description: Written acceptance by a supervising faculty member is required, based on the
884 student's written proposal. A copy of the proposal together with the faculty member's acceptance must
885 be submitted for approval to the Department Chair prior to registration. PREREQ: ~~PAD-1000~~ PLS
886 1010 and permission of instructor.

887 Course title: Dir Research Public Admin

888 Code: IND

889

890 PAD 3990 Directed Research in Public Administration II

891 Hours: 1-3

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

893 Required: no

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

896 be submitted for approval to the Department Chair prior to registration. PREREQ: ~~PAD 1000~~ PLS
 897 1010 and permission of instructor.

898 Course title: Dir Research Public Admin 2
 899 Code: IND

900
 901

902 **12.13 Course Proposal:** revise prerequisites for PAD 4530, disconnect from PAD 5510, and link to PAD
 903 5000 (**Pending approval from Graduate Council**)

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

908

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

910 Affect others: no

911 Cross-Listing: dual listing with graduate course

912 Additional Resources: no

913 Affects Articulation Agreement: no

914 Affects Degree Pathway: no

915 Affects CAA Degree Plan: no

916

917 COURSE DESCRIPTIONS:

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

919 Hours: 3

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

921 Required: no

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

926 Course title: Adv Public Admin

927 Code: LEC

928

929

930 **12.14 Course Proposal:** replace PAD 1000 with PLS 1010 in prerequisites for undergraduate sections of
 931 PAD 4550/5550 and 4770/5770

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

936

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

938 Affect others: no

939 Cross-Listing: no

940 Additional Resources: no

941 Affects Articulation Agreement: no

942 Affects Degree Pathway: no

943 Affects CAA Degree Plan: no

944

945 COURSE DESCRIPTIONS:

946 PAD 4500/5500 Policy Studies

947 Hours: 3

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

949 Required: no

950 Course description: This course will examine the theories and concepts used in the study of public
 951 policy. Approaches to analyzing both process and outcomes will be discussed. Students will engage in
 952 the study of policy problems and the practical or applied implementation of policy analysis. PREREQ:
 953 ~~PAD 1000~~-PLS 1010.

954 Course title: Policy Studies

955 Code: LEC

956

957 PAD 4770/5770 Topics in Public Policy

958 Hours: 3

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

960 Required: no

961 Course description: This course will focus on a substantive policy issue area, focusing on policy and
 962 administrative issues surrounding the issue area. The specific policy will vary by semester. PREREQ: ~~PAD~~
 963 ~~1000~~-PLS 1010.

964 Course title: Topics in Public Policy

965 Code: LEC

966

967

968 **12.15 Course Proposal:** revise title of PLS 4510

969 **Rationale:** Name change corresponds to how the course is discussed by the department and simplifies
 970 the catalogue.

971

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

973 Affect others: no

974 Cross-Listing: no

975 Additional Resources: no

976 Affects Articulation Agreement: no

977 Affects Degree Pathway: no

978 Affects CAA Degree Plan: no

979

980 COURSE DESCRIPTIONS:

981 PLS 4510-~~Formulation and Conduct of~~ American Foreign Policy

982 Hours: 3

983 Prerequisites: PLS 1000 or 1010

984 Required: no

985 Course description: This course examines how United States foreign policy is both created and
 986 conducted. It characterizes American foreign policy in general, looks at how government institutions act
 987 and interact with one another on foreign policy issues, and discusses the position of the United States in
 988 world politics. The roles and interrelations of the executive, Congress, the departments of state and

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

990 PREREQ: PLS 1000 or 1010.

991 Course title: American Foreign Policy

992 Code: LEC

993

994

995 **12.16 Program Proposal:** revise options in Core, International Studies track, and Public Policy and
 996 Administration track for B.S. in Political Science; remove Applied Gerontology Minor description from
 997 Public Administration track

998

999 **Rationale:** This proposal to change the requirements for the major in Political Science allows our
 1000 department to finalize the recombination of the two separate programs after the Political Science and
 1001 Public Administration programs were rejoined two years ago. This allows for our department to meet
 1002 the needs of our undergraduate majors. This change will allow us to have one cohesive departmental
 1003 core again. It also allows the department to require our Writing in the Disciplines course for our majors.

1004

1005 Dept vote: 10 for; 1 against; 2 abstain

1006 Affect others: No

1007 New or Revised Courses: Yes

1008 Additional Resources: No

1009 Affects Degree Pathway: Yes

1010 Affects CAA Degree Plan: No

1011

1012 Catalog Entry: see pp. 30-32

1013

1014

1015 **12.17 Program Proposal:** revise Academic Concentration in Political Science to reflect proposed course
 1016 revisions

1017 **Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science
 1018 allows our department to finalize the recombination of the two separate programs after the Political
 1019 Science and Public Administration programs were rejoined two years ago.

1020

1021 Dept vote: 10 for; 1 against; 2 abstain

1022 Affect others: No

1023 New or Revised Courses: Yes

1024 Additional Resources: No

1025 Affects Degree Pathway: No

1026 Affects CAA Degree Plan: No

1027

1028 Catalog Entry: see pp. 30-32

1029

1030

1031 **12.18 Program Proposal:** revise Minor in Political Science to reflect proposed course revisions

1032 **Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science
 1033 allows our department to finalize the recombination of the two separate programs after the Political
 1034 Science and Public Administration programs were rejoined two years ago.

1035

1036 Dept vote: 10 for; 1 against; 2 abstain

1037 Affect others: No

1038 New or Revised Courses: Yes

1039 Additional Resources: No

1040 Affects Degree Pathway: No

1041 Affects CAA Degree Plan: No

1042

1043 Catalog Entry: see pp. 30-32

1044

1045

1046 **12.19 Program Proposal:** revise Minor in Public Administration to reflect proposed course revisions

1047 **Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science

1048 allows our department to finalize the recombination of the two separate programs after the Political

1049 Science and Public Administration programs were rejoined two years ago.

1050

1051 Dept vote: 10 for; 1 against; 2 abstain

1052 Affect others: No

1053 New or Revised Courses: Yes

1054 Additional Resources: No

1055 Affects Degree Pathway: No

1056 Affects CAA Degree Plan: No

1057

1058

1059 Catalog Entry:

1060

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

1061

Chair: Kevin S. Freeman

1062

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

1063 Giannatasio, Carole Graham, Michael R. Hawthorne, ~~Kenneth D. Kitts~~¹ Mark Milewicz^{1,2} Emily A. Neff-

1064 Sharum, Elizabeth L. Normandy^{2,3} ~~Michael Pennington~~⁴ Robert O. Schneider, Joe F. West

1065

1066 ¹ ~~Provost and Vice Chancellor for Academic Affairs~~² Dean, Esther G. Maynor Honors College

1067 ³ ~~2~~ Associate Vice Chancellor, Academic Planning and Special Projects

1068

³ MPA Program Director

1069

1070 Political Science is the systematic study of politics. In its broadest sense, politics includes the
1071 decision-making and decision-enforcing processes concerned with the use of valued resources for any
1072 group that makes and enforces rules for its members. In this department the emphasis is upon the parts
1073 of these processes involving the government.

1074 The Department of Political Science seeks to follow the aims of the liberal arts tradition. It also
1075 seeks to provide political science and public administration students with an educational background
1076 that will prepare them for a wide range of career opportunities and that are expected by prospective
1077 employers from the fields of Law, Foreign Service, Public Administration, Public Policy, Journalism,
1078 "Practical Politics," and Teaching.

1079 The Department also offers the Master of Public Administration (M.P.A.) degree with
1080 concentrations in Public Management, Criminal Justice, Emergency Management, and Health
1081 Administration. For complete information about programs and courses, see the School of Graduate
1082 Studies section of the catalog.

| | | |
|------|---|------------------|
| 1083 | | |
| 1084 | BACHELOR OF ARTS IN POLITICAL SCIENCE | |
| 1085 | Requirements for a Bachelor of Arts Degree in Political Science | Sem. Hrs. |
| 1086 | Freshman Seminar | 1 |
| 1087 | General Education Requirements* | 44 |
| 1088 | Major Requirements | 37 |
| 1089 | Electives | 39 |
| 1090 | Total: | 121 |
| 1091 | | |
| 1092 | MAJOR REQUIREMENTS: (37 Hours) | |
| 1093 | Introductory Requirement (6 Hours): PLS 1000 or PAD 1000 , 1010 | |
| 1094 | Core Courses General, Pre-Law, and International Studies Options (13 Hours): PLS 2000 or 2510* , 2170, | |
| 1095 | 2330, 3520 2510 | |
| 1096 | *Students pursuing a concentration in International Studies are required to take both PLS 2000 and | |
| 1097 | 2510. | |
| 1098 | Public Administration Options: PAD 2010, 2100, 2190, 2330 | |
| 1099 | | |
| 1100 | Option Courses [choose one option package below] 18 | Total: 37 |
| 1101 | 1 PAD 1000 for Public Administration options; PLS 1000 for all other options | |
| 1102 | General Option Package: Choose any six additional Political Science (PLS or PLSS) or Public | |
| 1103 | Administration (PAD or PADS) courses with at least four of the six at the 3000 or 4000 level. | |
| 1104 | | |
| 1105 | Pre Law Option Package: PLS 3030 or PHI 2050; PLS 3100, 3110, 3120; Two two other Political Science | |
| 1106 | courses at the 3000 or 4000 level chosen in consultation with the Pre-Law Advisor 246 | |
| 1107 | | |
| 1108 | International Studies Option Package: Students must take both PLS 2000 and 2510 core courses, any | |
| 1109 | two courses from PLSS 3000-3100, and three Four other courses taken from the following list: PLS | |
| 1110 | 2060***, 2070***, 2520, 3025, 3220, 3312, 3600**, 3610**, 3620, 3750, 3800, 3810, 4170, 4200, 4300, | |
| 1111 | 4400, 4510, 4520, PLSS 3010-3100, WLS 4300 | |
| 1112 | | |
| 1113 | Public Policy and Administration Option Package: PAD 3440, 3600 , PLS or PAD 2010 or PLS 2150; PAD | |
| 1114 | 3100; PAD 3190; PAD 4530 or PAD 4500 or 4770; ECN 2020 or 2030; Select one 3000- or 4000-level | |
| 1115 | course in Public Administration, Political Science, or Economics | |
| 1116 | | |
| 1117 | Public Administration with Applied Gerontology Minor: (54 hours) 1. Complete Public Administration | |
| 1118 | Option Major Requirements above. (37 hours) 2. Complete Applied Gerontology Minor (17 hours) Select | |
| 1119 | 17 hours from the following: BIO 1030 or PED 3490; SAB/SWK 2700; NUR 3300; PSY 3050; REC 4250; | |
| 1120 | SWK 3000; SOC 3750; SWK 3840; any course with the GERS designation sponsored by the Southeastern | |
| 1121 | Gerontology Consortium. Complete a field practicum in an agency that serves the elderly populations. | |
| 1122 | | |
| 1123 | *Students who plan a major in Political Science should consult with the Department Chair prior to | |
| 1124 | registering for General Education courses. | |
| 1125 | **Assumes that said internships are with public or private enterprises with a clear international focus, as | |
| 1126 | determined by the Department Chair. | |
| 1127 | ***While both PLS 2060 and PLS 2070 can be taken up to four times each, they only count once each for | |
| 1128 | the purpose of major fulfillment. | |
| 1129 | | |

1130 **ACADEMIC CONCENTRATION**

1131 **Academic Concentration in Political Science: (28 Hours)** For students seeking a baccalaureate degree in
 1132 Elementary Education, Special Education, or Physical Education, the Political Science Department offers
 1133 an Academic Concentration of 28 hours. This Academic Concentration is available to other students,
 1134 regardless of major. Requirements: PLS 1000, 1010, 2000 or 2510, 2170, 2330, 3520 2510; Any three
 1135 additional courses in political science with at least one at the 3000 or 4000 level.

1136

1137 **MINORS**

1138 **Legal Studies Minor: (18 Hours)** The minor in legal studies is designed to accommodate the student who
 1139 is majoring in some other discipline and also quite interested in going to law school and pursuing a legal
 1140 career. This allows the student to concentrate in a particular area of expertise within which he or she
 1141 plans to specialize once the student begins to practice law. Rather than require the student to major in
 1142 political science, the minor in Legal Studies gives the student more flexibility to pursue other interests
 1143 while receiving a sound preparation for law school study. Requirements: PLS 1000, 1010, 2170, 3100,
 1144 3110, 3120

1145

1146 **General Political Science Minor: (19 Hours)** This minor is less structured because the department wishes
 1147 to accommodate the student who enjoys political science, but who does not wish to pursue a major
 1148 because of other career or vocational goals. The department wishes to encourage the student to take an
 1149 “eclectic” approach and enroll in courses that discuss topics of interest to the student so that the
 1150 individual needs of the student will be better met. Requirements: PLS 1000, 1010, 2000 or 2510, 2330
 1151 and any two additional 3000- or 4000-level Political Science courses.

1152

1153 **Public Administration Minor: (19 Hours)** Many students would benefit from a structured set of courses
 1154 outlining the operations and problems of the administrator of a public agency. Even if the student never
 1155 seeks employment as public administrator, the department believes that exposure to these courses
 1156 within the public administration minor will help the student to perform their private sector
 1157 administration roles more capably, especially since the growth of government has created numerous
 1158 points of contact between public sector and private sector administrators. Requirements: ~~PAD 1000~~ PLS
 1159 1010, PAD 2010 or PLS 2010 or 2150, PLS 2330, PAD 2100, PAD 3190 2190, 2330; One other PAD course
 1160 at the 3000 or 4000 level.

1161

1162 The Department participates in two interdepartmental minors: Personnel and Organizational Leadership
 1163 and World Studies. For further details, see Special Programs section.

1164

1165 **13. Proposals from the Department of Art**

1166 **13.1 Course Proposal:** delete ART 4070 and 4080

1167 **Rationale:** These courses have not been taught in over 10 years. Our NASAD accreditation requires that
1168 we remove courses not taught within 3 years.

1169
1170 Dept vote: 10 for; 0 against; 0 abstain

1171 Affect others: No

1172 Cross-Listing: No

1173 Additional Resources: No

1174 Affects Articulation Agreement: No

1175 Affects Degree Pathway: No

1176 Affects CAA Degree Plan: No

1177

1178 COURSE DESCRIPTIONS:

1179 ~~ART 4070/4080 Art Supervision~~

1180 Course description: ~~Restricted to the advanced major who is supervising only in his area of
1181 concentration or secondary interest and has junior or senior standing. Designed for advanced art majors
1182 to obtain experience in directing beginning students in studio techniques. Credit, 3 semester hours.~~

1183 ~~Course title: Art Supervision~~

1184

1185

1186 **13.2 Course Proposal:** Remove ART 3060 from the list of prerequisites for ART 4000

1187 **Rationale:** ART 3060 does not exist

1188

1189 Dept vote: 10 for; 0 against; 0 abstain

1190 Affect others: No

1191 Cross-Listing: No

1192 Additional Resources: No

1193 Affects Articulation Agreement: No

1194 Affects Degree Pathway: No

1195 Affects CAA Degree Plan: No

1196

1197 COURSE DESCRIPTIONS:

1198 ART 4000 Art Education Curriculum

1199 Hours: 3

1200 Prerequisites: ART 3050, ~~ART 3060~~, ART 3080

1201 Required: yes (already required for program)

1202 Course description: This course focuses on the creative abilities of students in grades 7-12. The course
1203 will explore various processes and techniques appropriate for upper level students, different styles of
1204 learning (including those of students with special needs), and techniques of classroom maintenance and
1205 management. Credit, 3 semester hours.

1206 Course title: Art Education Curriculum

1207 Code: LEC

1208

1209

1210 **13.3 Program Proposal:** From the Art History Minor, remove the note that says "ART 5050 and ART 5110
1211 do not fulfill this requirement." Retain "ART 2050 does not fulfill this requirement."

1212 **Rationale:** ART 5050 does not exist in the graduate catalog

1213

1214 Dept vote: 9 for; 0 against; 0 abstain

1215 Affect others: No

1216 New Courses: No

1217 Additional Resources: No

1218 Affects Degree Pathway: No

1219 Affects CAA Degree Plan: No

1220

1221 Catalog Entry: see pp. 34-37

1222

1223

1224 **13.4 Program Proposal:** revise B.A. in Art to create two tracks (Studio Art and K-12 Licensure)

1225 **Rationale:** The BA in Art Education Degree has been underperforming and the department plans to

1226 eliminate the degree. There is still a need to offer licensure to our students, therefore we have decided

1227 to create two tracks: BA in Art: Studio and BA in Art: Art Education Licensure (K-12).

1228

1229 Dept vote: 9 for; 0 against; 0 abstain

1230 Affect others: No

1231 New Courses: No

1232 Additional Resources: No

1233 Affects Degree Pathway: Yes

1234 Affects CAA Degree Plan: Yes

1235

1236 Catalog Entry: see pp. 34-37

1237

1238

1239 **13.5 Program Proposal:** delete B.A. in Art Education degree program

1240 **Rationale:** The BA in Art Education Degree has been underperforming and the department wishes to

1241 eliminate the degree. There is still a need to offer licensure to our students, therefore we plan to

1242 create two tracks: BA in Art: Studio and BA in Art: Art Education Licensure (K-12).

1243

1244 Dept vote: 9 for; 0 against; 0 abstain

1245 Affect others: No

1246 New Courses: No

1247 Additional Resources: No

1248 Affects Degree Pathway: Yes

1249 Affects CAA Degree Plan: Yes

1250

1251

1252 Catalog Entry:

1253

ART

1254

Interim Chair: Carla Rokes

1255 Faculty: Joseph Begnaud, Richard Gay, Ann Horton-Lopez, John Antoine Labadie, Nancy Palm, Brandon

1256

Sanderson, Adam Walls, Scott Ziegler

1257

1Art Education Graduate Director

1258

2Media Integration Studies Minor Coordinator

1259 3Art Education Undergraduate Coordinator
 1260 4A.D. Gallery Director
 1261 5Interim Associate Dean, College of Arts and Science
 1262

1263 The mission of the Art Department is two fold: 1) contribute a necessary and integral component to
 1264 the mission of the University by providing opportunities for broad artistic and intellectual development
 1265 of the University body; and 2) specifically nurture and support the quality education of those who have
 1266 chosen fine arts as a professional goal either as producing artists or as teachers.

1267 The faculty is committed to excellence in teaching, research, and service to the university and the
 1268 community. The Department strives to provide a learning environment which nurtures not only the
 1269 artistic spirit but also the professionalism of the prospective art teacher as well. The studio oriented
 1270 track leads to study at the graduate level or employment. The Art Education track leads to teacher
 1271 licensure in grades K-12.

1272 Students must complete a portfolio review designed to demonstrate competencies in foundations;
 1273 therefore, all foundation courses should be completed by December of the sophomore year.

1274 Before graduating, seniors are required to present acceptable exhibitions of work from their areas of
 1275 concentration and undergo a critique of that exhibition by faculty.
 1276

1277 BACHELOR OF ARTS IN ART

1278 BA in ART: STUDIO

| 1279 Requirements for a Bachelor of Arts Degree | Sem. Hrs. |
|---|-------------------|
| 1280 Freshman Seminar and General Education | 45 |
| 1281 Major Requirements | |
| 1282 Foundations: 1010, 1020, 1320 | 9 |
| 1283 Studio Core: ART 1050, 1110, 1330, 1400, 1500, 2150, 2320, 1284 2500 | 24 |
| 1285 Primary Studio Area | |
| 1286 9 hours beyond the core from one of the following areas: | 9 |
| 1287 Ceramics, Digital Arts**, Drawing**, Painting, Printmaking, 1288 or Sculpture | |
| 1289 Secondary Studio Area | |
| 1290 6 hours beyond the core from another studio area | 6 |
| 1291 Professional Art Practices: ART 4031*** | 3 |
| 1292 Art History | |
| 1293 ART 2080, 2090, 4330, and two of the following: | 15 |
| 1294 ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310, 4320, 1295 or appropriate ARTS 3xxx or 4xxx | |
| 1296 Electives | 9 |
| 1297 | Total: 120 |

1298 *Students who plan to major in Art should consult the Department Chair prior to registering for
 1299 General Education Courses.

1300 **Intermediate level does not count toward the 9 hours.

1301 ***Taken in spring of junior year
 1302

1303 BA in ART: ART EDUCATION LICENSURE (K-12) ~~BACHELOR OF ARTS IN ART EDUCATION (K-12)~~

1304 Coordinator: TBA ~~Tulla Lightfoot~~

1305 Requirements for a Bachelor of Arts Degree with Licensure of Teaching at the K-12 Level

1306 (see Teacher Education Program).

1307 Upon successful completion of the program of study in Art Education and related requirements,
 1308 graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a
 1309 more detailed description, including the program standards and goals and objectives, turn to
 1310 Undergraduate Licensure Programs in the School of Education section of this catalog.

| 1311 | | |
|------|--|-------------------|
| 1312 | Course Requirements | Sem. Hrs. |
| 1313 | Freshman Seminar and General Education | 45 |
| 1314 | Content Courses | |
| 1315 | ART 1010, 1020 or 1050, 1110, 1320, 1330, 1400, 1500, 2150*, | 33 39 |
| 1316 | 2080, 2090, 2500 , 4330, 4331 | |
| 1317 | Advanced Studio Area | 9 6 |
| 1318 | 6 9 hours beyond content courses in one studio discipline | |
| 1319 | Professional Studies Core | 12 |
| 1320 | EDN 2100, 3130, 3150, SED 3310 | |
| 1321 | Content Pedagogy | 21 |
| 1322 | ART 3050, 3080, 3090, 4000, 4490 | |
| 1323 | Guided Art Electives | 6 3 |
| 1324 | | Total: 126 |

1325 *Does not count as advanced art studio.

1326 NOTE: Students who desire teacher licensure in Art Education should declare the major as soon as
 1327 possible in their college career. Consultation with the Program Coordinator or program advisor prior
 1328 to registering for General Education courses is strongly recommended.

1329

1330 **ACADEMIC CONCENTRATION:**

1331 **Requirements for an Academic Concentration in Art**

1332 For students seeking a baccalaureate degree in Elementary Education, Special Education, or
 1333 Physical Education, the Art Department offers an Academic Concentration of 21 hours. This Academic
 1334 Concentration is available to other students, regardless of major.

1335 **Required Twelve Semester Hour Core**

1336 ART 1010, 1020, 1320, 3050 12

1337 **Required Three Credit Global Perspective in Art**

1338 Choose one course from the following: ART 2050, 2080, 2090, 3090 3

1339 **Studio Electives**

1340 Choose two other courses from the following: ART 1050, 1110, 1330,

1341 1400, 1500, 2150 6

1342 **Total: 21**

1343 **MINORS:**

1344 **Requirements for a Minor in Studio Art**

1345 The Minor in Studio Art is designed to offer a fundamental background in visual art production
 1346 for the non-Art major. Eighteen semester hours are required.

1347 **Required Courses:** ART 1010, 1050, 1320 9

1348 Plus nine hours of studio electives* (taken after prerequisites if applicable) 9

1349 **Total: 18**

1350 *ART 1450, 2050, and art history courses do not fulfill this requirement.

1351

1352 **Requirements for a Minor in Art History**

1353 The Art History minor allows students to augment any major with courses that analyze the
 1354 history, theory, and criticism of world visual culture. Eighteen semester hours are required.

1355 **Required Courses:** ART 2080, 2090 6

1356 Plus twelve hours of electives* (taken after prerequisites if applicable): 12

1357 ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310,

1358 4320, 4330, ARTS 3xxx, 4xxx, PHI 4230

1359 **Total: 18**

1360 *ART 2050, ~~5050, and 5110~~ does not fulfill this requirement

1361

1362 **Requirements for a Minor in Media Integration Studies**

1363 Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios
 1364 within three academic departments: Art, Mass Communication, and Music.

1365 **Required Courses:** ART 1450, ART/MUS 3800, 4580, 4800 12

1366 **Electives:** Choose 2 courses from ART 1500, 2400, 2500, 3000, 3500,

1367 4750, MUS 3580, 3670 6

1368 **Total: 18**

1369

1370 **14. Proposals from the Department of Social Work**

1371 **14.1 Course Proposal:** The Department of Social Work proposes the following course description
 1372 changes and clarifications for the existing course, SWK 2000: Introduction to Social Work: 1) course
 1373 description language, and 2) the addition of the wording, *Social work majors must complete this course*
 1374 *with a minimum of grade C.*

1375
 1376 **Rationale:** The course description changes are being made in order to update and strengthen the
 1377 existing language of the course description and to clarify that social work majors must complete with a
 1378 grade of C or better. This addition is important to include as the SWK 2000 course is taken by both social
 1379 work and non-social work majors. These changes should add to the clarity of course requirements for
 1380 social work majors and those that are not social work majors.

1381
 1382 Dept vote: 9 for; 0 against; 0 abstain

1383 Affect others: No

1384 Cross-Listing: No

1385 Additional Resources: No

1386 Affects Articulation Agreement: No

1387 Affects Degree Pathway: No

1388 Affects CAA Degree Plan: No

1389

1390 COURSE DESCRIPTIONS:

1391 SWK 2000 Introduction to Social Work

1392 Hours: 3

1393 Prerequisites: ENG 1050, 1060

1394 Required: yes

1395 Course description: **This course provides an historical** ~~Historical~~ and current overview of the social
 1396 welfare system and the field of social work. **It covers basic** ~~Basic~~ social work concepts, social welfare
 1397 structure and services, **and an overview of** social work intervention methods. *Social work majors must*
 1398 *complete this course with a minimum of grade C.* Field experience required. PREREQ: ENG 1050, 1060.

1399 Course title: Intro to Soc Work

1400 Code: LEC

1401

1402

1403 **14.2 Course Proposal:** The Department of Social Work proposes the following course description
 1404 changes and clarifications for the existing course, SWK 2450: Human Diversity and Populations at Risk 1)
 1405 updates to course description language to include language on LGBT and religious group populations, 2)
 1406 addition of prerequisite courses to include ENG 1050 and 1060 and 3) to add a statement that *social*
 1407 *work majors must complete this course with a minimum grade of C.*

1408
 1409 **Rationale:** The course description changes are being made in order to update, strengthen and clarify the
 1410 existing language of the course description. The prerequisite additions of ENG 1050 and 1060 will clarify
 1411 to students, as it does in the SWK 2000 course description, that to take any of the pre-social work
 1412 courses (SWK 2000, 2450, 3710, or 3800) ENG 1050 and 1060 must be completed. The addition of the
 1413 statement that *social work majors must complete this course with a minimum of grade C* is addition is
 1414 important to include as the SWK 2450 course is taken by both social work and non-social work majors.
 1415 These changes should add to the clarity of course requirements for social work majors and non-majors.

1416

1417 Dept vote: 9 for; 0 against; 0 abstain

1418 Affect others: No

1419 Cross-Listing: No

1420 Additional Resources: No

1421 Affects Articulation Agreement: No

1422 Affects Degree Pathway: No

1423 Affects CAA Degree Plan: No

1424

1425 COURSE DESCRIPTIONS:

1426 SWK 2450 Human Diversity and Populations at Risk

1427 Hours: 3

1428 Prerequisites: [ENG 1050, 1060](#)

1429 Required: yes

1430 Course description: This course is designed to provide the student with a theoretical perspective on
 1431 human relations and to aid the student in acquiring a better understanding of diversity as it applies to
 1432 selected groups in the United States. Although other historically disadvantaged groups may be
 1433 addressed, a case study approach is utilized for the following: African-American, Asian-American, Native-
 1434 American, Latin-American, women, [LGBT, and religious group populations. Social work majors must](#)
 1435 [complete this course with a minimum of grade C. PREREQ: ENG 1050, 1060.](#)

1436 Course title: Hum Div & Pop At Risk

1437 Code: LEC

1438

1439

1440 **14.3 Course Proposal:** The Department of Social Work proposes the following course description
 1441 changes and clarifications for the existing course, SWK 3450: Human Behavior and Social Environment:
 1442 1) updates to course description language, 2) Clarification of prerequisite to include all social work
 1443 course prerequisites and the statement *and formal admission to BSW Program*.

1444

1445 **Rationale:** The course description changes are being made in order to update, strengthen, and clarify
 1446 the existing language of the course description and to clarify that students may enroll in the course only
 1447 if they have completed all prerequisite courses and have been formally admitted to the social work
 1448 program. These changes should add to the clarity of course and program requirements for social work
 1449 majors and non-majors.

1450

1451 Dept vote: 9 for; 0 against; 0 abstain

1452 Affect others: No

1453 Cross-Listing: No

1454 Additional Resources: No

1455 Affects Articulation Agreement: No

1456 Affects Degree Pathway: No

1457 Affects CAA Degree Plan: No

1458

1459 COURSE DESCRIPTIONS:

1460 SWK 3450 Human Behavior and Social Environment

1461 Hours: 3

1462 Prerequisites: BIO 1030 or PED 3490; SOC 1020; PSY 1010; SWK 2000; [SWK 2450; SWK 3710; SWK 3800;](#)
 1463 [and formal admission to the BSW Program.](#)

1464 Required: no

1465 Course description: ~~Behavior in the socio-cultural psychological and biological contexts which determine~~
 1466 ~~life-cycle development and behavior. Human functioning in the social environment. PREREQ: SOC 1020;~~
 1467 ~~BIO 1030 or PED 3490; PSY 1010; and SWK 2000~~

1468 This course focuses on human development from infancy through old age within the context of families
 1469 and communities. Biological changes and social, cultural, and psychological behaviors through the life-
 1470 cycle are discussed. Also discussed is human functioning in the social environment. PREREQ: BIO 1030 or
 1471 PED 3490; SOC 1020; PSY 1010; SWK 2000; SWK 2450; SWK 3710; SWK 3800; and formal admission to
 1472 the BSW Program.

1473 Course title: Hum Beh Soc Env I

1474 Code: LEC

1475

1476

1477 **14.4 Course Proposal:** The Department of Social Work proposes the following course description
 1478 changes and clarifications for the existing course, SWK 3480: Social Welfare Policies and Programs: 1)
 1479 updates to course description language, 2) removal of the Roman Numeral I from the course title, 3)
 1480 clarification of prerequisites to add SOC 1020, to clarify only SWK 2000, and to add the statement *and*
 1481 *formal admission to BSW Program or declaration of social welfare minor.*

1482

1483 **Rationale:** The removal of the Roman Numeral I from the course title is being done to clarify that there
 1484 are not two courses in this series. The course description changes are being made in order to update,
 1485 strengthen, and clarify the existing language of the course description and to clarify that students may
 1486 enroll in the course only if they have completed all prerequisite courses and have been formally
 1487 admitted to the social work program or declared social welfare as a minor. These changes should add to
 1488 the clarity of course and program requirements for social work majors and non-majors.

1489

1490 Dept vote: 9 for; 0 against; 0 abstain

1491 Affect others: No

1492 Cross-Listing: No

1493 Additional Resources: No

1494 Affects Articulation Agreement: No

1495 Affects Degree Pathway: No

1496 Affects CAA Degree Plan: No

1497

1498 COURSE DESCRIPTIONS:

1499 SWK 3480 Social Welfare Policies and Programs

1500 Hours: 3

1501 Prerequisites: PLS 1000 or 1010; SWK 2000; ECN 1000 or ECN/ GGY 2060; ~~PLS 1000 or 1010; SOC 1020;~~
 1502 ~~SWK 2000; and formal admission to the BSW Program or declaration of social welfare minor.~~

1503 Required: no

1504 Course description: ~~This course discusses~~ the process of policy-making, programming and planning.
 1505 ~~S~~ocial, cultural, economic, and political influences on the social welfare system. PREREQ: PLS 1000 or
 1506 1010; SWK 2000; ECN 1000 or ECN/ GGY 2060; ~~PLS 1000 or 1010; SOC 1020; SWK 2000; and formal~~
 1507 ~~admission to the BSW Program or declaration of social welfare minor.~~

1508 Course title: Social Welfare & Policies

1509 Code: LEC

1510

1511
 1512 **14.5 Course Proposal:** The Department of Social Work proposes the following course description
 1513 changes and clarifications for the existing course, SWK 3800: Social Work Practice I: 1) updates to course
 1514 description language, 2) addition of prerequisite courses to include ENG 1050 and 1060 3)
 1515 clarification/addition that SWK 2000 and 2450 are PRE or COREQs and 4) addition of the statement that
 1516 *social work majors must complete this course with a minimum grade of C.*

1517
 1518 **Rationale:** The course description changes are being made in order to update, strengthen, and clarify
 1519 the existing language of the course description. The prerequisite additions of ENG 1050 and 1060 will
 1520 clarify to students, as it does in the SWK 2000 course description, that to take any of the pre-social work
 1521 courses (SWK 2000, 2450, 3710, or 3800) ENG 1050 and 1060 must be completed. The addition of the
 1522 PRE or COREQ courses clarifies that students can take the SWK 3800 course following completion or
 1523 during completion of the other pre-social work courses. The addition of the statement that *social work*
 1524 *majors must complete this course with a minimum of grade C* is addition is important to include as the
 1525 SWK 3800 course is taken by both social work and non-social work majors. These changes should add to
 1526 the clarity of course requirements for social work majors and non-majors.

1527
 1528 Dept vote: 9 for; 0 against; 0 abstain

1529 Affect others: No

1530 Cross-Listing: No

1531 Additional Resources: No

1532 Affects Articulation Agreement: No

1533 Affects Degree Pathway: No

1534 Affects CAA Degree Plan: No

1535

1536 COURSE DESCRIPTIONS:

1537 SWK 3800 Social Work Practice I

1538 Hours: 3

1539 Prerequisites: ~~COREQ: SWK 2000, permission of instructor~~ PREREQ: ENG 1050, 1060; PREREQ OR

1540 COREQ: SWK 2000, SWK 2450

1541 Required: no

1542 ~~Course description: Social work methods for serving individuals, groups, and communities. [SWK majors~~
 1543 ~~must complete with a minimum 2.0.] COREQ: SWK 2000, permission of instructor.~~

1544 This course is designed to provide students with the necessary foundation or pre-practice skills to
 1545 proceed as a generalist social worker. It covers historical development of social work ethics and values,
 1546 provides a basic understanding of social work practice theories and applications, and offers students a
 1547 set of skills for basic interviewing in social work. *Social work majors must complete this course with a*
 1548 *minimum of grade C.* PREREQ: ENG 1050, 1060; PREREQ OR COREQ: SWK 2000, SWK 2450.

1549 Course title: SWK Practice I

1550 Code: LEC

1551

1552

1553 **14.6 Course Proposal:** The Department of Social Work proposes the following course description
 1554 changes and clarifications for the existing course, SWK 3850: Social Work Practice II: 1) updates to
 1555 course description language, 2) Clarification of prerequisites to include the statement *and formal*
 1556 *admission to BSW Program* and 3) to remove the statement *and permission of instructor.*

1557

1558 **Rationale:** The course description changes are being made in order to update, clarify, and strengthen
 1559 the existing language of the course description and to clarify that students may enroll in the course only
 1560 if they have completed all prerequisite courses and have been formally admitted to the social work
 1561 program. These changes should add to the clarity of course and program requirements for social work
 1562 majors.

1563
 1564 Dept vote: 9 for; 0 against; 0 abstain

1565 Affect others: No

1566 Cross-Listing: No

1567 Additional Resources: No

1568 Affects Articulation Agreement: No

1569 Affects Degree Pathway: No

1570 Affects CAA Degree Plan: No

1571

1572 COURSE DESCRIPTIONS:

1573 SWK 3850 Social Work Practice II

1574 Hours: 3

1575 Prerequisites: SWK 2000, 2450, 3710, and 3800 and permission of instructor and formal admission to
 1576 BSW Program

1577 Required: no

1578 Course description: A continuation of SWK 3800, this course provides students with the necessary skills
 1579 for working with groups, organizations and communities to effect social change. The course enables
 1580 students to learn to design projects, programs and engage policies that benefit a large group of people
 1581 and communities. It challenges social work students to critical look at their role in society as change
 1582 agents. [SWK majors must complete with a minimum 2.0.] PREREQ: SWK 2000, 2450, 3710, and 3800
 1583 and permission of instructor and formal admission to BSW Program.

1584 Course title: SWK Practice II

1585 Code: LEC

1586

1587

1588 **14.7 Course Proposal:** The Department of Social Work proposes the following course description
 1589 changes and clarifications for the existing course, SWK 3910: Understanding Social Research: 1) updates
 1590 to course description language, and 2) clarification of prerequisites to include all prerequisite courses,
 1591 include the statement *formal acceptance into the BSW Program* and the statement *a minimum overall*
 1592 *QPA of 2.5.*

1593

1594 **Rationale:** The course description changes are being made in order to update, strengthen, and clarify
 1595 the existing language of the course description and to clarify that students may enroll in the course only
 1596 if they have completed all prerequisite courses, been formally accepted into the BSW Program and have
 1597 a current QPA of 2.5. These changes should add to the clarity of course and program requirements for
 1598 social work majors

1599

1600 Dept vote: 9 for; 0 against; 0 abstain

1601 Affect others: No

1602 Cross-Listing: No

1603 Additional Resources: No

1604 Affects Articulation Agreement: No

1605 Affects Degree Pathway: No

1606 Affects CAA Degree Plan: No

1607

1608 COURSE DESCRIPTIONS:

1609 SWK 3910 Understanding Social Research

1610 Hours: 3

1611 Prerequisites: SWK 2000 and 3800, SOC 1020, and MAT 1050 or 1070 SWK 2000; SWK 2450; SWK 3450;

1612 SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and

1613 a minimum overall QPA of 2.5.

1614 Required: no

1615 Course description: This course introduces students to the social and behavioral science research

1616 processes, and provides them with foundational research skills. Focus is given to the ethics, standards,

1617 and methods of scientific inquiry in social research and the helping services. Particular emphasis is given

1618 to standards and methods to improve helping skills. The course is directed to the professional research

1619 needs of those preparing for careers in such areas as medical sociology and social work. It also

1620 introduces students to skills needed to search for research reports and to critically evaluate them to

1621 answer specific practice questions. Furthermore, the course focuses on skills for integrating information

1622 from multiple sources. PREREQ: SWK 2000 and 3800, SOC 1020, and MAT 1050 or 1070 SWK 2000; SWK

1623 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the

1624 BSW Program; and a minimum overall QPA of 2.5.

1625 Course title: Understnd Soc Research

1626 Code: LEC

1627

1628

1629 **14.8 Course Proposal:** The Department of Social Work proposes the following course description
 1630 changes and clarifications for the existing course, SWK 4450: Human Behavior and Social Environment II:
 1631 1) updates to course description language, 2) Clarification of prerequisite to include all social work
 1632 course prerequisites and the statement *and formal admission to BSW Program*.

1633

1634 **Rationale:** The course description changes are being made in order to update, strengthen, and clarify
 1635 the existing language of the course description and to clarify that students may enroll in the course only
 1636 if they have completed all prerequisite courses and have been formally admitted to the social work
 1637 program. These changes should add to the clarity of course and program requirements for social work
 1638 majors and non-majors.

1639

1640 Dept vote: 9 for; 0 against; 0 abstain

1641 Affect others: No

1642 Cross-Listing: No

1643 Additional Resources: No

1644 Affects Articulation Agreement: No

1645 Affects Degree Pathway: No

1646 Affects CAA Degree Plan: No

1647

1648 COURSE DESCRIPTIONS:

1649 SWK 4450 Human Behavior and Social Environment II

1650 Hours: 3

1651 Prerequisites: SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850;
 1652 formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.

1653 Required: yes

1654 Course description: This course is a continuation of SWK 3450. Special focus is placed on issues of
 1655 human development that are the concerns of generic entry level social work practitioners. This course is
 1656 a continuation of SWK 3450. Special focus is placed on basic information on the social environment as a
 1657 set of larger systems. These larger systems determine and are determined by individual human
 1658 behavior. These larger systems include societal institutions, communities and organizations, with
 1659 particular attention given to the influence of ethnic, racial, gender and social class, as well as sexual
 1660 orientation and cultural diversity in a pluralistic society. PREREQ: SWK 2000, SWK 2450; SWK 3450; SWK
 1661 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a
 1662 minimum overall QPA of 2.5.

1663 Course title: Hum Beh Soc Env II

1664 Code: LEC

1665

1666

1667

1668 **14.9 Course Proposal:** The Department of Social Work proposes the following course description
 1669 changes and clarifications for the existing course, SWK 4800: Social Work Practice III: Clarification of
 1670 prerequisites to include all prerequisite courses, include the statement *formal acceptance into the BSW*
 1671 *Program* and the statement *a minimum overall QPA of 2.5*.

1672

1673 **Rationale:** The course description changes are being made in order to clarify that students may enroll in
 1674 the course only if they have completed all prerequisite courses, been formally accepted into the BSW
 1675 Program and have a current QPA of 2.5. These changes should add to the clarity of course and program
 1676 requirements for social work majors.

1677

1678 Dept vote: 9 for; 0 against; 0 abstain

1679 Affect others: No

1680 Cross-Listing: No

1681 Additional Resources: No

1682 Affects Articulation Agreement: No

1683 Affects Degree Pathway: No

1684 Affects CAA Degree Plan: No

1685

1686 COURSE DESCRIPTIONS:

1687 SWK 4800 Social Work Practice III

1688 Hours: 3

1689 Prerequisites: SWK 2450, 3450, 3480, 3850 SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600;
 1690 SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA
 1691 of 2.5.

1692 Required: no

1693 Course description: This course is designed to further develop students' generalist social work skill.
 1694 Practice content also emphasizes professional relationships that are characterized by mutuality,
 1695 collaboration, and respect for the clients. This course includes content regarding knowledge, values and
 1696 skills to enhance the well-being of people and to help ameliorate the environmental conditions that
 1697 affect people adversely. Practice content also includes approaches to and skills for practice with clients

1698 from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all
 1699 sizes. PREREQ: SWK 2450, 3450, 3480, 3850 **SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600;**
 1700 **SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA**
 1701 **of 2.5.**

1702 Course title: SWK Practice III

1703 Code: LEC

1704

1705

1706

1707 **14.10 Course Proposal:** The Department of Social Work proposes the following course description
 1708 changes and clarifications for the existing course, SWK 4900: Field Work: 1) removal of SWK 4480 from
 1709 concurrent course note, 2) clarification of prerequisites to include all prerequisite courses, include the
 1710 statement *formal acceptance into the BSW Program* and the statement *a minimum overall QPA of 2.5*
 1711 and 3) update of course description to indicate that students can take no more than 12 hours during
 1712 their field work (originally 15).

1713

1714 Rationale: The course description changes are being made in order to clarify that students may enroll in
 1715 the course only if they have completed all prerequisite courses, been formally accepted into the BSW
 1716 Program and have a current QPA of 2.5. The updates removing SWK 4480 from the concurrent course
 1717 note and changing the number of credit hours a student can take during field work from 15 to 12 are
 1718 made in response to the previously submitted course proposal and program proposal, which created
 1719 SWK 4600 merging SWK 4500 and 4480, and thus removing the SWK 4480 from the final semester. This
 1720 change was made in part to reduce the number of hours in a student's final semester. These changes
 1721 should add to the clarity of course and program requirements for social work majors.

1722

1723 Dept vote: 9 for; 0 against; 0 abstain

1724 Affect others: No

1725 Cross-Listing: No

1726 Additional Resources: No

1727 Affects Articulation Agreement: No

1728 Affects Degree Pathway: No

1729 Affects CAA Degree Plan: No

1730

1731 COURSE DESCRIPTIONS:

1732 SWK 4900 Field Work

1733 Hours: 9

1734 Prerequisites: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, 4600, 4800

1735 Required: yes

1736 Course description: Each student will complete a minimum of 32 hours per week in an assigned
 1737 supervised field setting. Successful completion of a minimum of 400 clock hours is required at the end of
 1738 the semester in order to receive a passing grade [see <http://www.uncp.edu/sw/fieldexp.html> for more
 1739 details]. The field work experience is designed to facilitate professional development as well as to
 1740 integrate social work skills, knowledge, and values. NOTE: Pass/Fail basis. SWK 4480, SWK 4900, and
 1741 SWK 4910 must be taken concurrently. PREREQ: 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450,
 1742 4500, 4800, SWK 2000; **SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850;**
 1743 **SWK 3910; SWK 4450; SWK 4600; SWK 4800; formal acceptance into the BSW Program; a minimum**

1744 overall QPA of 2.5; and permission of instructor. Students may only enroll in 12 ~~15~~ hours during their
1745 field work.

1746 Course title: Field Work

1747 Code: FWK

1748

1749

1750 **14.11 Course Proposal:** The Department of Social Work proposes the following course description
1751 changes and clarifications for the existing course, SWK 4900: Field Work: 1) removal of SWK 4480 from
1752 concurrent course note, 2) clarification of prerequisites to include all prerequisite courses, include the
1753 statement *formal acceptance into the BSW Program* and the statement *a minimum overall QPA of 2.5*
1754 and 3) update of course description to indicate that students can take no more than 12 hours during
1755 their field work (originally 15).

1756

1757 **Rationale:** The course description changes are being made in order to clarify that students may enroll in
1758 the course only if they have completed all prerequisite courses, been formally accepted into the BSW
1759 Program and have a current QPA of 2.5. The update changing the number of credit hours a student can
1760 take during field work from 15 to 12 are made in response to the previously submitted course proposal
1761 and program proposal, which created SWK 4600 merging SWK 4500 and 4480, and thus removing the
1762 SWK 4480 from the final semester. This change was made in part to reduce the number of hours in a
1763 student's final semester and thus a student will now be asked to take only 12 hours in this final
1764 semester. These changes should add to the clarity of course and program requirements for social work
1765 majors.

1766

1767 Dept vote: 9 for; 0 against; 0 abstain

1768 Affect others: No

1769 Cross-Listing: No

1770 Additional Resources: No

1771 Affects Articulation Agreement: No

1772 Affects Degree Pathway: No

1773 Affects CAA Degree Plan: No

1774

1775 COURSE DESCRIPTIONS:

1776 SWK 4910 Integrative Seminar for Field Work

1777 Hours: 3

1778 Prerequisites: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, 4500, 4800, SWK 2000;

1779 *formal acceptance into the BSW Program; a minimum overall QPA of 2.5;* and permission of instructor.

1780 Required: yes

1781 Course description: This course will focus on the transition from student to entry level professional. Each
1782 student will engage in field work activity that will allow the development of generalist skills; will explore
1783 multicultural/lifestyle and practice issues and will present a case in order to demonstrate the integration
1784 of social work skills, knowledge and values. Each student will demonstrate the development of
1785 professional communication skills and will be able to function in a human service setting. NOTE: Letter
1786 grading basis. SWK 4900 and SWK 4910 must be taken concurrently. PREREQ: 2450, 3450, 3480, 3600,
1787 3710, 3800, 3850, 3910, 4450, 4500, 4800, SWK 2000; *SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK*
1788 *3710; SWK 3800; SWK 3850; SWK 3910; SWK 4450; SWK 4600; SWK 4800; formal acceptance into the*
1789 *BSW Program; a minimum overall QPA of 2.5;* and permission of instructor. Students may only enroll in
1790 *12 ~~15~~ hours* during their field work.

1791 Course title: Field Work Integrative Sem

1792 Code: SEM

1793

1794

1795

1796 **14.12 Course Proposal:** The Department of Social Work proposes a new course called Foundation Field I
 1797 External Supervision (SWK 5010). It is a zero-credit hour core course for only MSW students who do not
 1798 have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise
 1799 him/her at his/her field placement agency. Students who enroll in this new course must concurrently
 1800 enroll in SWK 5300 Foundation Practicum I and Seminar.

1801

1802 **Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *“Field*
 1803 *instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program.*
 1804 *For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program*
 1805 *assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.”*
 1806 The MSW program fulfills this accreditation requirement through the use of “External Field Supervisors.”
 1807 Some of the social service agencies within our service area have excellent field education opportunities
 1808 but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise
 1809 student interns. In such situations, the Department of Social Work contracts a person who meets the
 1810 CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor
 1811 (hired by the agency) provide the student with day-to-day activities/assignments and task supervision.
 1812 The external field supervisor work in collaboration with the task supervisor to obtain information about
 1813 student’s field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field
 1814 supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a
 1815 student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory
 1816 meetings (minimum of 10 hours per student per semester) with student to help the student to integrate
 1817 social work theories with field activities/assignments, and to discuss field-related and/or social work
 1818 profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential
 1819 (unless it is clinically appropriate to share information with the MSW field director, field seminar faculty
 1820 and other faculty).

1821

1822 Dept vote: 8 for; 0 against; 0 abstain

1823 Affect others: No

1824 Cross-Listing: No

1825 Additional Resources: No

1826 Affects Articulation Agreement: No

1827 Affects Degree Pathway: No

1828 Affects CAA Degree Plan: No

1829

1830 COURSE DESCRIPTIONS:

1831 SWK 5010: Foundation Field I External Supervision

1832 Hours: 0

1833 Co-requisites: SWK 5300 Foundation Practicum I and Seminar

1834 Required: no

1835 **New** Course description: Students who are assigned to a field site that does not have a credentialed field
 1836 supervisor are required to complete a section of MSW external field supervisor in conjunction with field
 1837 practicum and seminar. SWK 5010 Foundation Field I External Supervision must be taken concurrently

1838 with SWK 5300 Foundation Field I & Seminar. SWK 5010 is the first of four external supervisor
 1839 experiences that enable students to apply master's level coursework in a generalist practice setting.
 1840 Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan
 1841 activities that will support the development of generalist/advanced skills as specified in individualized
 1842 learning contracts. External MSW supervisors and students meet on a regular basis throughout the
 1843 semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional
 1844 identity.

1845 Course title: Found Field I Ext Superv

1846 Code: PRC

1847

1848 Syllabus: See Appendix D

1849

1850

1851 **14.13 Course Proposal:** The Department of Social Work proposes a new course called Foundation Field II
 1852 External Supervision (SWK 5020). It is a zero-credit hour core course for only MSW students who do not
 1853 have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise
 1854 him/her at his/her field placement agency. Students who enroll in this new course must concurrently
 1855 enroll in SWK 5400 Foundation Practicum II and Seminar.

1856

1857 **Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field*
 1858 *instructors for master's students hold a master's degree in social work from a CSWE-accredited program.*
 1859 *For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program*
 1860 *assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."*
 1861 The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors."
 1862 Some of the social service agencies within our service area have excellent field education opportunities
 1863 but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise
 1864 student interns. In such situations, the Department of Social Work contracts a person who meets the
 1865 CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor
 1866 (hired by the agency) provide the student with day-to-day activities/assignments and task supervision.
 1867 The external field supervisor work in collaboration with the task supervisor to obtain information about
 1868 student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field
 1869 supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a
 1870 student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory
 1871 meetings (minimum of 10 hours per student per semester) with student to help the student to integrate
 1872 social work theories with field activities/assignments, and to discuss field-related and/or social work
 1873 profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential
 1874 (unless it is clinically appropriate to share information with the MSW field director, field seminar faculty
 1875 and other faculty).

1876

1877 Dept vote: 8 for; 0 against; 0 abstain

1878 Affect others: No

1879 Cross-Listing: No

1880 Additional Resources: No

1881 Affects Articulation Agreement: No

1882 Affects Degree Pathway: No

1883 Affects CAA Degree Plan: No

1884

1885 COURSE DESCRIPTIONS:

1886 SWK 5020 Foundation Field II External Supervision

1887 Hours: 0

1888 Co-requisites: SWK 5400

1889 Required: no

1890 **New** Course description: Students who are assigned to a field site that does not have a credentialed field
 1891 supervisor are required to complete a section of MSW external field supervisor in conjunction with field
 1892 practicum and seminar. SWK 5020 Foundation Field I External Supervision must be taken concurrently
 1893 with SWK 5400 Foundation Field I & Seminar. SWK 5020 is the second of four external supervisor
 1894 experiences that enable students to apply master's level coursework in a generalist practice setting.
 1895 Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan
 1896 activities that will support the development of generalist/advanced skills as specified in individualized
 1897 learning contracts. External MSW supervisors and students meet on a regular basis throughout the
 1898 semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional
 1899 identity.

1900 Course title: Found Field II Ext Superv

1901 Code: PRC

1902

1903 Syllabus: See Appendix D

1904

1905

1906 **14.14 Course Proposal:** The Department of Social Work proposes a new course called Concentration
 1907 Field I External Supervision (SWK 5030). It is a zero-credit hour core course for only MSW students who
 1908 do not have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to
 1909 supervise him/her at his/her field placement agency. Students who enroll in this new course must
 1910 concurrently enroll in SWK 5500 Concentration Practicum I and Seminar.

1911

1912 **Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field*
 1913 *instructors for master's students hold a master's degree in social work from a CSWE-accredited program.*
 1914 *For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program*
 1915 *assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."*
 1916 The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors."
 1917 Some of the social service agencies within our service area have excellent field education opportunities
 1918 but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise
 1919 student interns. In such situations, the Department of Social Work contracts a person who meets the
 1920 CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor
 1921 (hired by the agency) provide the student with day-to-day activities/assignments and task supervision.
 1922 The external field supervisor work in collaboration with the task supervisor to obtain information about
 1923 student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field
 1924 supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a
 1925 student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory
 1926 meetings (minimum of 10 hours per student per semester) with student to help the student to integrate
 1927 social work theories with field activities/assignments, and to discuss field-related and/or social work
 1928 profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential
 1929 (unless it is clinically appropriate to share information with the MSW field director, field seminar faculty
 1930 and other faculty).

1931

1932 Dept vote: 8 for; 0 against; 0 abstain

1933 Affect others: No

1934 Cross-Listing: No

1935 Additional Resources: No

1936 Affects Articulation Agreement: No

1937 Affects Degree Pathway: No

1938 Affects CAA Degree Plan: No

1939

1940 COURSE DESCRIPTIONS:

1941 SWK 5030: Concentration Field I External Supervision

1942 Hours: 0

1943 Co-requisites: SWK 5500

1944 Required: no

1945 **New** Course description: 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 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.

1955 Course title: Concet Field I Ext Superv

1956 Code: PRC

1957

1958 Syllabus: See Appendix D

1959

1960

1961 **14.15 Course Proposal:** The Department of Social Work proposes a new course called Concentration Field II External Supervision (SWK 5040). It is a zero-credit hour core course for only MSW students who do not have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise him/her at his/her field placement agency. Students who enroll in this new course must concurrently enroll in SWK 5800 Concentration Practicum I and Seminar.

1966

1967 Rationale: According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"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."*

1971 The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors."

1972 Some of the social service agencies within our service area have excellent field education opportunities but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise student interns. In such situations, the Department of Social Work contracts a person who meets the CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor (hired by the agency) provide the student with day-to-day activities/assignments and task supervision.

1977 The external field supervisor work in collaboration with the task supervisor to obtain information about student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field

1979 supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a
 1980 student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory
 1981 meetings (minimum of 10 hours per student per semester) with student to help the student to integrate
 1982 social work theories with field activities/assignments, and to discuss field-related and/or social work
 1983 profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential
 1984 (unless it is clinically appropriate to share information with the MSW field director, field seminar faculty
 1985 and other faculty).

1986
 1987 Dept vote: 8 for; 0 against; 0 abstain

1988 Affect others: No

1989 Cross-Listing: No

1990 Additional Resources: No

1991 Affects Articulation Agreement: No

1992 Affects Degree Pathway: No

1993 Affects CAA Degree Plan: No

1994

1995 COURSE DESCRIPTIONS:

1996 SWK 5040 Concentration Field II External Supervision

1997 Hours: 0

1998 Co-requisites: SWK 5800

1999 Required: no

2000 **New** Course description: Students who are assigned to a field site that does not have a credentialed field
 2001 supervisor are required to complete a section of MSW external field supervisor in conjunction with field
 2002 practicum and seminar. SWK SWK 5040 Concentration Field II External Supervision must be taken
 2003 concurrently with SWK 5800 Foundation Field I & Seminar. SWK 5040 is the fourth of four external
 2004 supervisor experiences that enable students to apply master's level coursework in a generalist practice
 2005 setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to
 2006 plan activities that will support the development of generalist/advanced skills as specified in
 2007 individualized learning contracts. External MSW supervisors and students meet on a regular basis
 2008 throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and
 2009 develop professional identity.

2010 Course title: Concet Field II Ext Superv

2011 Code: PRC

2012

2013 Syllabus: See Appendix D

2014

2015

2016 **14.16 Course Proposal:** The Department of Social Work proposes a new course called Integrated Health
 2017 Policy and Services (SWK 6700). It is a 3-hour credit elective course opened to Master of Social Work
 2018 students.

2019

2020 **Rationale:** The connection between behavioral health and overall health of an individual is clear, yet
 2021 services have largely remained siloed both within behavioral health (that is, separation of substance
 2022 abuse and mental health services) and between behavioral health and primary healthcare. In 2009, it
 2023 was estimated that 11 million U.S. adults (4.8 percent) had serious mental illness; of those, more than a
 2024 quarter (25.7 percent) had co-occurring substance dependence or abuse, related to either illicit drugs or
 2025 alcohol. Co-occurring health conditions require a high degree of collaboration and information sharing

2026 among health care sectors and/or health service professionals in order to develop comprehensive
 2027 treatment plans that meet the needs of health service users. This course provides opportunities for
 2028 synthesis and application of legislations and policies related to integration of primary care and
 2029 behavioral health services.

2030

2031 Dept vote: 8 for; 0 against; 0 abstain

2032 Affect others: No

2033 Cross-Listing: No

2034 Additional Resources: No

2035 Affects Articulation Agreement: No

2036 Affects Degree Pathway: No

2037 Affects CAA Degree Plan: No

2038

2039 COURSE DESCRIPTIONS:

2040 SWK 6700 Integrated Health Policy and Services

2041 Hours: 3

2042 Prerequisites: admission to MSW Program

2043 Required: no

2044 **New** Course description: The purpose of this course is to provide intensive study of the evolution of the
 2045 integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis
 2046 and application of learning and practice of policy in this service arena. The content of the course reflects
 2047 the values of the social work profession and focuses on the role of the "social policy practitioner" in
 2048 assisting individuals in the maintenance or attainment of optimal health and mental health, social and
 2049 economic justice, and recovery and wellness. Theories related to organizational structure and change
 2050 within an Integrated Behavioral Health environment and strategies for practitioners to influence policies
 2051 and promote change in the interest of service consumer, agency, and society will be presented. The
 2052 course will provide the knowledge and skills necessary for direct involvement in the political and
 2053 organizational processes used to influence policy and delivery systems.

2054 Course title: Integrate Health Pol & Serv

2055 Code: LEC

2056

2057 Syllabus: See Appendix D

2058

2059

2060 **14.17 Course Proposal:** The Department of Social Work proposes a new course called International
 2061 Social Work and Social Development (SWK 6800). It is a 3-hour credit elective course opened to Master
 2062 of Social Work students.

2063

2064 **Rationale:** Advances in science and technology, interconnected transportation, and international trade
 2065 has made the world a small global community. This reality requires individuals and communities to be
 2066 aware of issues and situations in other parts of the world, and be cognizant of their responsibilities as
 2067 global citizens. This course is designed to give social work students an understanding of critical economic
 2068 and socio-cultural issues within a global context, and their implications for social work practice and
 2069 intervention. The course provides opportunities for students to cultivate a global perspective on social
 2070 problems and social work intervention.

2071

2072 Dept vote: 8 for; 0 against; 0 abstain
 2073 Affect others: No
 2074 Cross-Listing: No
 2075 Additional Resources: No
 2076 Affects Articulation Agreement: No
 2077 Affects Degree Pathway: No
 2078 Affects CAA Degree Plan: No
 2079
 2080 COURSE DESCRIPTIONS:
 2081 SWK 6800 International Social Work and Social Development
 2082 Hours: 3
 2083 Prerequisites: admission to MSW program
 2084 Required: no
 2085 **New** Course description: This course exposes students to theories, perspectives, and strategies of social
 2086 work practice and social development in less-industrialized, non-Western countries. Students will
 2087 explore the historical, sociocultural, economic, and environmental factors that influence social service
 2088 delivery in selected countries in Asia, Africa, Latin America, and the South Pacific. The course will also
 2089 explore the impact of globalization on social service delivery and strategies. The course will cover the
 2090 roles social workers and social welfare organization play in the selected countries. Students will have
 2091 opportunity to learn about various social work interventions strategies employed in the geographic
 2092 regions covered.
 2093 Course title: Intl Soc Wk & Soc Devt
 2094 Code: LEC
 2095
 2096 Syllabus: See Appendix D
 2097
 2098
 2099 **14.18 Program Proposal:** A change to the course options for the Social Welfare minor, shown on page
 2100 262 of the 2015-2016 academic catalog to remove the language *SWK 3450, 3700, 3820, 3830, 3840,*
 2101 *3880, 3910* and add the language *any social work elective course*.
 2102
 2103 **Rationale:** to allow for more elective options for social welfare minor students
 2104
 2105 Dept vote: 9 for; 0 against; 0 abstain
 2106 Affect others: No
 2107 New Courses: No
 2108 Additional Resources: No
 2109 Affects Degree Pathway: No
 2110 Affects CAA Degree Plan: No
 2111
 2112 Catalog Entry:
 2113 **Requirements for a Minor in Social Welfare** **Sem. Hrs.**
 2114 SWK 2000, 2450, 3480, and 9 hours from ~~SWK 3450, 3700, 3820, 3830, 3840,~~
 2115 ~~3880, 3910~~ any social work elective course. 18
 2116 NOTE: Students must have an overall QPA of 2.0 or higher before enrolling in any courses for the Minor
 2117 in Social Welfare.
 2118

2119
 2120 **14.19 Program Proposal:** add SWK 5010, 5020, 5030, 5040, 6700, and 6800 to elective options for
 2121 Master of Social Work and Master of Social Work—Advanced Standing
 2122

2123 **Rationale:**

2124 i) Field education or practicum is an integral part of the MSW curriculum. Sometimes, an agency
 2125 has an excellent field education opportunity but that agency does not have a MSW with 2-years post-
 2126 MSW experience (as required by the Council on Social Work Education, the accrediting agency for social
 2127 work programs) credentialed field supervisor to supervise student interns. In such situations, the
 2128 Department of Social Work contracts a person who meets the CSWE accreditation qualifications to
 2129 provide supervision to the MSW interns. The SWK 5010, SWK 5020, SWK 5030, and SWK 5040 MSW
 2130 course electives allow for students placed in agency without qualified supervisors to receive academic
 2131 supervision.

2132 ii) SWK 6700 elective course provides opportunities for MSW students to synthesize and apply
 2133 legislations and policies related to integration of primary care and behavioral health services. SWK 6800
 2134 elective course provides opportunities for students to cultivate a global perspective on social problems
 2135 and social work intervention. Adding both SWK 6700 and SWK 6800 give MSW students more elective
 2136 options to choose from. They also offer students who have particular interest in those areas to broaden
 2137 their knowledge and recognize the complex practice issues specific to the areas.
 2138

2139 Dept vote: 8 for; 0 against; 0 abstain

2140 Affect others: No

2141 New Courses: Yes

2142 Additional Resources: No

2143 Affects Degree Pathway: Yes

2144 Affects CAA Degree Plan: No

2145

2146 Catalog Entry: see pp. 56-57

2147

2148

2149 **14.20 Program Proposal:** add SWK 5030, 5040, 6700, and 6800 to elective options for Master of Social
 2150 Work—Advanced Standing

2151

2152 **Rationale:**

2153 i) Field education or practicum is an integral part of the MSW curriculum. Sometimes, an agency
 2154 has an excellent field education opportunity but that agency does not have a MSW with 2-years post-
 2155 MSW experience (as required by the Council on Social Work Education, the accrediting agency for social
 2156 work programs) credentialed field supervisor to supervise student interns. In such situations, the
 2157 Department of Social Work contracts a person who meets the CSWE accreditation qualifications to
 2158 provide supervision to the MSW interns. The SWK 5010, SWK 5020, SWK 5030, and SWK 5040 MSW
 2159 course electives allow for students placed in agency without qualified supervisors to receive academic
 2160 supervision.

2161 ii) SWK 6700 elective course provides opportunities for MSW students to synthesize and apply
 2162 legislations and policies related to integration of primary care and behavioral health services. SWK 6800
 2163 elective course provides opportunities for students to cultivate a global perspective on social problems
 2164 and social work intervention. Adding both SWK 6700 and SWK 6800 give MSW students more elective

- 2165 options to choose from. They also offer students who have particular interest in those areas to broaden
 2166 their knowledge and recognize the complex practice issues specific to the areas.
 2167 Dept vote: 8 for; 0 against; 0 abstain
 2168 Affect others: No
 2169 New Courses: Yes
 2170 Additional Resources: No
 2171 Affects Degree Pathway: Yes
 2172 Affects CAA Degree Plan: No
 2173
 2174
 2175 Catalog Entry:

| Requirements for a Master of Social Work | | Sem. Hrs. |
|---|---|------------------|
| Required Courses | | 27 |
| | 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 | |
| Concentration Courses | | 27 |
| | SWK 5080 Advanced Generalist Practice in Rural Settings SWK 5410 Social Work Practice Administration in Rural Settings SWK 5430 Advanced Generalist Practice with Individuals and Families SWK 5450 Advanced Generalist Intervention Research SWK 5500 Concentration Practicum I and Seminar SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities SWK 5600 Advanced Clinical Assessment and Intervention Methods SWK 5800 Concentration Practicum II and Seminar | |
| Electives (If taken out of the department, must have special permission) | | 6 |
| | 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 | |
| Program Total | 60 |

2176

| 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 |

2177

2178 **Appendix A**

2179 **MINUTES (pending approval)**
 2180 **Subcommittee on Curriculum**
 2181 **Thursday, February 4, 2016**
 2182 **3:30 PM Room 251 University Center**
 2183

2184 **Members Present:** Victor Bahhouth (S&BS to 2016), Chiuchu (Melody) Chuang (EDUC to 2016), Brian
 2185 Edwards (SGA Secretary), Jaime Martinez, Chair (LETT to 2016), Emily Neff-Sharum (S&BS to 2017),
 2186 Elizabeth Normandy (VC of AA Designee), José Rivera, Secretary (ARTS to 2016), Maria Santisteban
 2187 (NS&M to 2016), Lourdes Silva (Registrar), Roland Stout (NS&M to 2017), Emily Tobey (LETT to 2017),
 2188 Joseph Van Hassel (ARTS to 2017), Marian Wooten (EDUC to 2017)
 2189

2190 **Members Absent:** Andrew Yarborough (SGA Senator)
 2191

2192 **Guests:** Ki Chae (Educational Leadership & Counseling), Jeffrey Warren (Counseling), Karen Stanley,
 2193 (SOE Dean), Yale Kodwo-Nyamezea (Social Work), Rebekah Hazlett-Knudsen (Social Work)
 2194

2195 **1. Call to Order at 3:31 p.m.**
 2196

2197 **2. Adoption of Agenda (approved with corrections)**
 2198

2199 **2. Approval of Minutes of December 3, 2015**

2200 Minutes Approved: 12 passed, 0 against , 0 abstain
 2201
 2202

2203 **4. Proposals from the Department of English, Theatre, and Foreign Languages** (see pp. 4-6 and
 2204 Appendix B for proposal details)

2205 **4.1 Course Proposal:** Create SPN 3720 Spanish for Medical Professionals

2206 4.1 Proposal Approved : 12 passed, 0 against, 0 abstain. **Proposal will be forwarded to Academic Affairs**
 2207 **Committee for their vote** and then to the Chair of the Senate for signature only.
 2208

2209 **4.2 Program Proposal:** Add SPN 3720 to the elective options in B.A. in Spanish, B.A. in Spanish with
 2210 Teacher Licensure (K-12), Academic Concentration in Spanish, and Minor in Spanish

2211 4.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
 2212 Academic Affairs Committee and Senate for signatures only.
 2213
 2214

2215 **5. Proposals from the Department of Social Work** (see pp. 7-9 and Appendix C for proposal details)

2216 **5.1 Course Proposal:** Create SWK 4600 Social Justice and Practice Ethics

2217 5.1 Proposal Approved: 12 passed, 0 against, 0 abstain. **Proposal will be forwarded to Academic Affairs**
 2218 **Committee for their vote** and then to the Chair of the Senate for signature only.
 2219

2220 **5.2 Course Proposal:** Create SWK 4720 Social Work Practice with Individuals with Disabilities

2221 5.2 Proposal Approved: 12 passed, 0 against, 0 abstain. **Proposal will be forwarded to Academic Affairs**
 2222 **Committee for their vote** and then to the Chair of the Senate for signature only.
 2223

2224 **5.3 Program Proposal:** Revise requirements and elective options for Bachelor of Social Work program

2225 5.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic
2226 Affairs Committee and the Senate for their vote.

2227

2228 **6. Proposals from the Department of Health, Physical Education, and Recreation** (see pp. 10-12 and
2229 Appendix D for proposal details)

2230 **6.1 Course Proposal:** Create EXER 5120 Advanced Methodologies in Health/PE II

2231 6.1 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2232 Committee for their vote and then to the Chair of the Senate for signature only.

2233

2234 **6.2 Program Proposal:** Revise course requirements for Master of Arts in Physical Education: Physical
2235 Education Licensure Concentration

2236 6.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic
2237 Affairs Committee and the Senate for their vote.

2238

2239 **6.3 Program Proposal:** Revise course requirements for Master of Arts in Teaching with Health/Physical
2240 Education Specialization

2241 6.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic
2242 Affairs Committee and the Senate for their vote.

2243

2244

2245 **7. Proposals from the Department of Educational Leadership and Counseling** (see pp. 13-28 and
2246 Appendix E for proposal details)

2247 **7.1 Course Proposal:** Revise prerequisites and description for CNS 5350 The Professional School
2248 Counselor

2249 7.1 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2250 Academic Affairs Committee and Senate for signatures only.

2251

2252 **7.2 Course Proposal:** Revise prerequisites and description for CNS 5450 The Clinical Mental Health
2253 Counselor

2254 7.2 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2255 Academic Affairs Committee and Senate for signatures only.

2256

2257 **7.3 Course Proposal:** Revise prerequisites and description for CNS 5600 Assessment Practices in
2258 Counseling

2259 7.3 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2260 Academic Affairs Committee and Senate for signatures only.

2261

2262 **7.4 Course Proposal:** Revise prerequisites and description for CNS 6100 Counseling Practicum

2263 7.4 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2264 Academic Affairs Committee and Senate for signatures only.

2265

2266 **7.5 Course Proposal:** Revise prerequisites and description for CNS 6120 Clinical Mental Health
2267 Counseling Internship

2268 7.5 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2269 Academic Affairs Committee and Senate for signatures only.

2270

2271 **7.6 Course Proposal:** Revise prerequisites and description for CNS 6130 School Counseling Internship

2272 7.6 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2273 Academic Affairs Committee and Senate for signatures only.

2274

2275 **7.7 Course Proposal:** Create CNS 5650 School Counselor as Leader, Advocate, and Consultant

2276 7.7 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2277 Committee for their vote and then to the Chair of the Senate for signature only.

2278

2279 **7.8 Course Proposal:** Create CNS 5750 College and Career Readiness

2280 7.8 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2281 Committee for their vote and then to the Chair of the Senate for signature only.

2282

2283 **7.9 Course Proposal:** Create CNS 5760 Legal Aspects of Educational Leadership and Cross-List with EDNL
2284 5860 Legal Aspects of Educational Leadership

2285 7.9 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 **7.10 Course Proposal:** Create CNS 5770 Evidence-Based School Counseling

2289 7.10 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2290 Committee for their vote and then to the Chair of the Senate for signature only.

2291

2292 **7.11 Course Proposal:** Create CNS 5780 Addressing the Achievement Gap and Issues of Social Justice

2293 7.11 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to Academic Affairs
2294 Committee for their vote and then to the Chair of the Senate for signature only.

2295

2296 **7.12 Program Proposal:** Revise program requirements and elective courses for M.A.Ed. in Professional
2297 School Counseling, and also revise description to reflect new course prerequisites, student learning
2298 objectives, and program-specific admissions requirements

2299 7.12 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the Academic
2300 Affairs Committee and the Senate for their vote.

2301

2302 **7.13 Program Proposal:** Revise program description for M.A.Ed. in Clinical Mental Health Counseling to
2303 reflect new course prerequisites and remove student learning objectives from catalog

2304 7.13 Proposal Approved: 12 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
2305 Academic Affairs Committee and Senate for signatures only.

2306

2307

2308 **8. No Unfinished Business**

2309

2310 **9. New Business**

2311 Ms. Lourdes Silva (registrar) has requested that the curriculum committee review language to
2312 create policies reflecting proper protocol regarding course substitutions and exceptions to
2313 stated program requirements.

2314

2315 **10. Announcements:**

2316 Next Curriculum Meeting will be held on March 3 at 3:30 in UC 213

2317

2318 **11. Adjournment at 4:11 p.m.**

2319
 2320
 2321
 2322
 2323
 2324
 2325
 2326
 2327
 2328
 2329
 2330
 2331
 2332
 2333
 2334
 2335
 2336
 2337
 2338
 2339
 2340
 2341
 2342
 2343
 2344
 2345
 2346
 2347
 2348
 2349
 2350
 2351
 2352
 2353
 2354
 2355
 2356
 2357
 2358
 2359
 2360
 2361
 2362
 2363
 2364

Appendix B

Sects,"Cults," and New Religions

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

Texts

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

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

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

Course Requirements

| | |
|-------------------------------------|-------|
| Paper and Presentation | 25% |
| 4 Exams (12.5% each) | 50% |
| 4 Homework Assignments (3.75% each) | 15% |
| Discussion Leader Presentation | 10% |
| | 100 % |

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.

2365 **“Make-up” information for all classes:** Inform your instructor in advance of absences whenever
 2366 possible, via e-mail. If an absence occurs on an exam date, a makeup exam **may** be given at the
 2367 discretion of the instructor. The instructor, depending upon the circumstances, may decide **not** to
 2368 administer a make-up exam. If this occurs the student will be awarded a zero, “0”, for that particular
 2369 exam. Make-up quizzes are **not** an option. Make-up homework is **not** an option. Make-up participation
 2370 grades are **not** an option. **Absences are not excused or unexcused they are simply times when you are**
 2371 **not present in class.** I decide if make-up work is available on a case by case basis in accordance with
 2372 University policy.

2373 **9. Late Assignments** All assignments are due at **the beginning** of class on the due date. Late
 2374 assignments will **not** be accepted without **prior** permission from the instructor. Do not depend upon the
 2375 computer room in Sampson Hall to print out your assignments. Often there are classes held in this room
 2376 and the ink tends to run out and the printers break with alarming frequency. I do **not** accept homework
 2377 after class because you have failed to print it before class for any reason.

2378 **10.** Any questions/comments concerning points earned on exams, tests, quizzes and/or any other
 2379 graded work must be addressed with the professor within **two(2)** weeks of the student receiving the
 2380 graded work. Questions/comments after this period of time will not be considered nor answered.

2381 **Plagiarism Policy**

2382 Plagiarism is the act whereby the words and ideas of another are passed off as one’s own. It can also be
 2383 the use of another’s created production “without crediting the source, to commit literary theft...to
 2384 present as new and original an idea or product derived from an existing source.”

2385 *Webster’s New Collegiate Dictionary, 8th ed., s.v. “Plagiarize.”*

2386 It is the policy of the University, the Department and the Instructor that plagiarism will not be tolerated
 2387 in **any** form. It is a violation of the Academic Honor Code. **All** violations of the Academic Honor Code
 2388 including, but not limited to, plagiarism and cheating **will** be reported to the Vice Chancellor for Student
 2389 Affairs

2390 **Religious Holiday Policy Statement**

2391 Students are allowed two excused absences each semester from class or other scheduled academic
 2392 activity to observe a religious holy day of their faith. Students must submit written notification of the
 2393 absences to their instructors within two weeks of the beginning of the semester. Students should not be
 2394 penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or
 2395 other work missed due to an excused absence for a religious observance. A student who is to be excused
 2396 from class for a religious observance is not required to provide a second-party certification of the reason
 2397 for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an
 2398 education benefit due to religious beliefs or practices may seek redress through the student grievance
 2399 procedure.

2400 **ADA Statement**

2401 Federal laws require UNCP to accommodate students with documented learning, physical,
 2402 chronic health, psychological, visual or hearing disabilities.

2403 In post-secondary school settings, academic accommodations are not automatic; to receive
 2404 accommodations, students must make a formal request and must supply documentation from a
 2405 qualified professional to support that request. Students who believe they qualify must contact the
 2406 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
 2407 accommodation process. All discussions remain confidential. Accommodations cannot be provided
 2408 retroactively. More information for students about the services provided by ARC and the
 2409 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

2410 **Alternative Format Statement**

2411 This publication is available in alternative formats upon request. Please contact the Accessibility

2412 Resource Center in the D. F. Lowry Building, 521-6695.

2413 **Absences for University-Sanctioned Events**

2414 If a student is representing the University in an official capacity (e.g.: academic conference,
2415 student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned
2416 event, that absence shall be excused. Students are responsible for all coursework missed and must make
2417 up the work within **three** university business days after the student returns to campus. Any student who
2418 anticipates missing more than 15% of the course should not enroll in the course without prior approval
2419 from the instructor.

2420 It is the responsibility of the student to communicate with the professor or instructor about
2421 classes missed for any reason, including University sanctioned events. Students must provide official
2422 documentation of proposed University-sanctioned events that will result in excused absences during **the**
2423 **first week** of each semester. **Prior written documentation** must be provided for each excused absence
2424

2425

2426

2427

2428

2429

RELIGIONS COVERED

2430

2431 **Biblical Traditions**

2432 The Family (aka The Children of God)

2433 The People's Temple Full Gospel Church

2434 Church of Christ, Scientist

2435 Westboro Baptist Church

2436 Seventh Day Adventist/Branch Davidians

2437 LDS/FLDS

2438 Charismatic Controversies in the last 150 years (Jesus' People, Brownsville Church, Vineyard Movement)

2439 **Paganism/Neopaganism**

2440 Shamanism

2441 Wicca/witchcraft

2442 Satanism

2443 **New Age/ Western Esotericism**

2444 Theosophy and Spirituality

2445 Chanelling/Ramtha

2446 Heaven's Gate

2447 The Church of Scientology

2448 Raelians

2449 **African/Mid Eastern/Eastern Traditions**

2450 International Society for Krishna Consciousness (Hare Krishna)

2451 Transcendental Meditation

2452 Nation of Islam

2453 Moorish Science Temple

2454 **Research Paper Topics**

2455 1. Rastafari

2456 2. Holy Spirit Association for the Unification of World Christianity in the United States(the Moonies)

2457 3. Sokko Gakkai

2458 4. Santeria

- 2459 5. The United Society of Believers in Christ's Second Coming (the Shakers)
- 2460 6. Aum Shinrikyo
- 2461 7. Wolf Age Pagans
- 2462 8. Order of the Solar Temple
- 2463 9. The Native American Church
- 2464 10. Jehovah's Witnesses
- 2465 11. "I AM" movement
- 2466 12. Falun Gong
- 2467 13. Aetherius Society
- 2468 15. Kabbalah
- 2469 16. Vodou
- 2470 17. The Baha'is
- 2471

2472 Appendix C

MKT 4XXX • Social Media Marketing

2473

2474

2475 **Instructor:**

2476 **Email:**

2477 **Telephone:**

2478 **Office location:**

2479 **Office hours:**

2480 **Class location:**

2481 **Class hours:**

2482

2483

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

2484

2485

2486

***** YOUR ATTENDANCE AND PARTICIPATION ARE REQUIRED
IN ORDER FOR YOU TO BE SUCCESSFUL IN THIS COURSE. *****

2487

2488

2489 **TEXTBOOKS (REQUIRED)**

2490 Khan, G. 2015. *Seven Layers of Social Media Analytics: Mining Business Insights from Social Media Text,*
2491 *Actions, Networks, Hyperlinks, Apps, Search Engine, and Location Data.* CreateSpace
2492 Independent Publishing Platform. ISBN: 978-1507823200.

2493

2494 Peterson, E. 2004. *Web Analytics Demystified.* Available **(at no cost)** at

2495 http://www.webanalyticsdemystified.com/downloads/Web_Analytics_Demystified_by_Eric_Peterson.pdf.

2496

2497

2498 Tuten, T., & Solomon, M. 2015. *Social Media Marketing, 2nd edition.* Thousand Oaks, CA: SAGE

2499

Publications Inc. ISBN: 978-1-4739-1301-1.

2500

2501 Additional readings may be assigned by your instructor.

2502

2503 **COURSE DESCRIPTION**

2504 This course focuses on social media channels for communication and value co-creation amongst
2505 organizations and consumers as well as methodologies for analyzing online behavior of consumers for
2506 facilitating data-based decision making by marketing managers. Credit, 3 semester hours. PREREQ:
2507 Grade of "C" or better in MKT 3120.

2508

2509 **COURSE OBJECTIVES**

2510 The main objectives of this course are to equip students with a comprehensive and actionable
2511 understanding of social media marketing opportunities available to organizations as well as awareness
2512 of and experience with designing, implementing, and analyzing a social media marketing initiative. Upon
2513 successful completion of this course, students will have:

- 2514 Built a detailed understanding of social media marketing terminology, concepts, tools, and
- 2515 trends
- 2516 Assembled a detailed understanding of methodologies for analyzing online behavior of
- 2517 consumers

- 2518 □ Evaluated complex market, competitive, and other environmental conditions and proposed
 2519 social media marketing strategies and tactics appropriate for those conditions
 2520 □ Assessed complex managerial situations and proposed social media marketing strategies and
 2521 tactics appropriate for those managerial situations
 2522 □ Acquired experience using a variety of tools appropriate for the social media marketing landscape
 2523 □ Collaborated on the development, execution, and analysis of a social media marketing initiative
 2524

2525 **TECHNICAL REQUIREMENTS**

2526 It is expected that you possess working knowledge of and access to an Internet-connected computer, a
 2527 Blackboard-compatible Internet browser,¹ the Blackboard course management system, as well as
 2528 standard technologies for the production and/or consumption of audio, visual, and text-based content.
 2529 You must have access to Microsoft Office software in a Windows environment. Please note that not
 2530 knowing how to submit an assignment is not an excuse for failing to submit your work in a timely
 2531 manner.
 2532

2533 **COURSE ASSESSMENT TOOLS AND BASIC EXPECTATIONS**

2534 Academic achievement in this course will be assessed according to the quality of your (1) **in-class**
 2535 **participation in activities and discussions** as well as your performance on (2) **online discussions**, (3)
 2536 **assignments**, (4) **examinations**, and (5) a **social media marketing project (document and presentation)**.
 2537 The social media marketing project is a team endeavor; all other course deliverables will be individual
 2538 endeavors. Please note that you should expect to commit an average of six hours on a weekly basis to
 2539 this course beyond the time you spend in the classroom.
 2540

2541 You are expected to participate in all course activities, including the required introductory activities
 2542 (syllabus review and academic integrity pledge). It is necessary that you actively participate in this
 2543 course by completing all discussion board requirements, submitting all assignments on a timely basis,
 2544 and writing all examinations. Moreover, it is necessary that you remain in ongoing communication with
 2545 me as well as other students with whom you may be working on a particular assignment or project.
 2546

2547 Attendance is required and you will be responsible for any material covered in class which may be used
 2548 in exams. Attendance ≠ participation, so ensure that you constructively participate in class discussions
 2549 and activities as much as possible.
 2550

2551 ** Unless you are explicitly invited/permitted to do so by the instructor, you are not to use a mobile
 2552 phone or other device in the classroom. **
 2553

2554 **In-Class Participation**

2555 Your participation in class activities and discussions is vital to the full expression of your ideas as well as
 2556 to your own learning. Our class should involve two-way communication expanding upon the material
 2557 assigned and examples from everyday life which relate to the material. You must prepare yourself to
 2558 participate in class discussions. **Active reading of all assigned textbook chapter(s) and other materials**
 2559 **prior to class is necessary**. In addition to reading the textbook chapters and other materials, you should
 2560 make notes on questions you have about them, what you have learned from them, and how they can be
 2561 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.

2562 your public speaking acumen as well as the research, organization, and planning evident in and the
2563 constructiveness of your contributions to class activities and discussions.

2564

2565 **Online Discussions**

2566 To strengthen your knowledge of course concepts and to further refine your writing capabilities, you will
2567 be expected to complete several small writing assignments by making posts to online discussion boards
2568 on the Blackboard course management system website for this course. Active reading of all assigned
2569 textbook chapter(s) and other materials is necessary for making meaningful and substantive
2570 contributions to online discussions. In other words, I should CLEARLY be able to see words, terms, and
2571 concepts from this course in your discussion board posts.

2572

2573 Please note that you will be expected to contribute **ONE** initial discussion board post and then **TWO**
2574 discussion board response posts (to separate classmates) for each discussion board assignment.
2575 Therefore, you will contribute three discussion board posts for each discussion board assignment.
2576 Although quality should not be sacrificed for quantity, it is necessary that your initial post be at least **200**
2577 words in length and that your responses to classmates are at least **100** words in length. It is important
2578 that you thoroughly review the course schedule and Blackboard site for this class so that you are aware
2579 of all discussion board due dates and other requirements.

2580

2581 It is necessary that all of your online discussions adhere to the “netiquette” policy that will be posted on
2582 Blackboard; supported opinions are allowed and may differ amongst students, and while I do encourage
2583 a healthy debate, disrespectful interactions amongst students will not be tolerated.

2584

2585 A guiding rubric will be available on Blackboard so that you will know how your online discussions will be
2586 assessed. Discussions should be substantial and significant (simply agreeing with what others are saying
2587 or only posing questions for others to answer are not substantial and significant discussion
2588 contributions.) Please note that you will also be assessed on the grammar, syntax, sentence structure,
2589 and other relevant writing characteristics of your discussion board posts.

2590

2591 Please note that you will not be granted any points if you post your discussion contributions past the
2592 cutoff date/time.

2593

2594 **Please post your discussions in the space provided – do NOT include them as document attachments.**

2595

2596 **Assignments**

2597 You will complete individual assignments in this course. Assignment requirements will be communicated
2598 to you on Blackboard. Your performance on each of these assignments will be evaluated largely on the
2599 basis of how well you planned and organized your submission and applied relevant digital marketing
2600 theories and methods in it. Please note that assignments are to be submitted using Blackboard in
2601 format(s) recognized by Blackboard. Typically, assignments are to be uploaded to Blackboard in MS
2602 Word format.

2603

2604 **Examinations**

2605 There are 3 non-cumulative examinations and one cumulative final examination in this course. Your
2606 performance on each of these examinations will be evaluated largely on the basis of how well you
2607 demonstrated an understanding of relevant social media marketing and analytics theories and methods

2608 and an ability to apply relevant social media marketing and analytics theories and methods in different
2609 application contexts. Details will be provided later in the semester.

2610
2611 Please do not ask if you can take the exam before or after the designated dates and times; you cannot.

2612
2613 Make-up exams are not allowed. Do not miss an exam and expect that a subsequent exam will
2614 automatically be weighted to make up for your lost exam. Reweighted exams are only available for
2615 extremely extenuating and verified circumstances (i.e. hospitalization or death in the immediate family –
2616 not due to leisurely travel or non-emergency doctor appointments, etc.), and is only applicable for the
2617 first two exams in this course. If you miss the third exam due to an accepted extenuating reason (non-
2618 extenuating reasons result in an grade of F for the exam), you will receive an “Incomplete” grade and we
2619 will follow the University’s guidelines for addressing and changing your “I” grade.

2620
2621 If you are involved in official University activities and will be away/busy when assignments/discussions
2622 are due, you must complete them prior to your absence (not after). If an official University activity
2623 makes it absolutely impossible for you to take an exam, you must also notify me PRIOR to missing the
2624 exam, not after. This should not be an issue given that the course is online in nature and you can
2625 basically take the exam from wherever you are (but I am willing to hear your situation on a case-by-case
2626 basis). See University guidelines for the last day to drop a course/withdraw, if applicable. I will strictly
2627 adhere to University guidelines - no exceptions.

2628
2629 **Exams are non-cooperative; you must do your own work and you cannot collaborate with classmates**
2630 **on exams. In addition, all exams are “CLOSED-BOOK” exams and you are not allowed access to any aid**
2631 **(including a calculator) while taking an exam.** Failure to abide by these rules will result in an “F” in the
2632 course; you will also be referred to administration for disciplinary action.

2633
2634 In place of the cumulative final exam, a student will have the option of obtaining a Google Analytics
2635 certification. [Analytics Academy](#) is an online learning platform that offers comprehensive training in
2636 Google Analytics and data analysis. The content is FREE: you review all the material covered in the
2637 Analytics Academy [Digital Analytics Fundamentals](#) and [Platform Principles](#) courses. You can also use the
2638 [study guide](#) to review the content and reading list for each lesson in these courses. You will then take
2639 the Google Analytics Individual Qualification (IQ) exam. You can prepare for the certification test at your
2640 own pace. Once you take the test, you have 90 minutes to complete the exam. Passing the Analytics IQ
2641 exam will serve as your final exam in the course. You must personally and physically submit your official
2642 certification directly to the professor on the day/at the start time of the final exam. Your Analytics IQ
2643 certification will equal a 100% on the final.

2644
2645 **Social Media Project**

2646 You will develop, submit, and present a team-based social media marketing project. Teams are to have
2647 between 3 and 5 members in total, although this can be influenced by course enrollment. Team
2648 membership will be determined by the instructor, unless otherwise indicated. You will be assigned to
2649 work with a local or state business. Your social media project will require you to assess the company’s
2650 current digital media efforts (website, social media, etc.) and to prepare a social media plan for the
2651 business for the upcoming year. Your plan must include a company analytics assessment, a competitor
2652 analysis, and a year-long social media strategy, integrated across at least 4 different channels (e.g.,
2653 website, Facebook, Twitter, Instagram, Etsy, Pinterest, Snapchat, etc). More detail on the client(s) and
2654 the specific rubric/requirements for the project will be provided in class.

2655
 2656 A note about teamwork: Team members are expected to contribute to the development, submission,
 2657 and presentation of the team-based project. When groups upload their project documents to
 2658 Blackboard toward the end of the semester, students will also submit (i.e., upload to Blackboard)
 2659 individually completed peer evaluation forms. On the peer evaluation form, you will evaluate the
 2660 contributions of your peers as well as yourself to the overall team project initiative. It is helpful if you
 2661 document the time you invested and the actions you took in the completion of any team-based work.
 2662 (The peer evaluation form will be available on Blackboard toward the end of the semester.) Any student
 2663 who fails to submit a peer evaluation form by the deadline for the marketing plan in a format readable
 2664 by Blackboard will not receive a grade for the team-based project.

2665
 2666 If, after potentially discussing the matter with you, it becomes clear to me that you did not contribute
 2667 appropriately to your team, then the grade you receive on your final project may be adjusted as follows:
 2668

2669 Your final project grade = Group grade x (Average rating of your contribution / Expected rating of your
 2670 contribution). For example, if a project submitted by *four* people merits a group grade of 90 / 100, but if
 2671 your average rating is $22^2 / 25$ (instead of an expected rating of $100/4 = 25$)³, then your final project
 2672 grade would be $90 \times (22 / 25) = 90 \times .88 = 79.2$. Clearly, it is important that you meaningfully and
 2673 conscientiously contribute to all team initiatives.

2674
 2675 Except for extraordinary circumstances, students are expected to resolve team issues internally. I think it
 2676 is important that you make your team formation decisions prudently so that you are ultimately aligned
 2677 with students whose dedication, time availability, work habits, and performance goals are compatible
 2678 with your own.

2679
 2680 **NOTE: All assignments must be submitted/presented on or before their due dates; except in**
 2681 **extraordinary (& documented) circumstances, late submissions will not be graded.**

2682
 2683 Your final grade in this course will be computed as follows:

| | | |
|------|---|-----|
| 2684 | In-Class Participation ⁴ | 5% |
| 2685 | Online Discussions ⁵ | 10% |
| 2686 | Written Assignments | 20% |
| 2687 | 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. $((5 \times 1\%) + (10 \times 0.5\%) = 10\%)$.

2688 Social Media Project (Document + presentation)⁶ 25%

2689

2690 Letter grades will be assigned per the following:

2691 A = 93 - 100 B- = 80 – 82.99 D+ = 67 - 69.99

2692 A- = 90 – 92.99 C+ = 77 – 79.99 D = 63 – 66.99

2693 B+= 87 – 89.99 C = 73 – 76.99 D- = 60 – 62.99

2694 B = 83 – 86.99 C- = 70 – 72.99 F = <60

2695

2696 **THE UNIVERSITY WRITING CENTER:** A peer-to-peer tutoring service where UNCP students can seek
2697 assistance with written assignments at any stage during the writing process is available. The University
2698 Writing Center is located in D.F. Lowry 308 and is also available online at www.uncp.edu/writing.

2699

2700 **A note about public posting of student work and/or instructor retention of student work**

2701 Please review the online course management information document regarding public posting of student
2702 work and/or instructor retention of student work, including discussion board material (available at:
2703 https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Academic_Affairs/policies_and_p
2704 [rocedures/online_course_management.pdf](https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Academic_Affairs/policies_and_p)).

2705

2706 **The University of North Carolina at Pembroke adheres to ADA requirements.**

2707 Federal laws require UNCP to accommodate students with documented learning, physical, chronic
2708 health, psychological, visual or hearing disabilities.

2709

2710 In post-secondary school settings, academic accommodations are not automatic; to receive
2711 accommodations, students must make a formal request and must supply documentation from a
2712 qualified professional to support that request. Students who believe they qualify must contact the
2713 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
2714 accommodation process. All discussions remain confidential. Accommodations cannot be provided
2715 retroactively. More information for students about the services provided by ARC and the
2716 accommodation process may be found at the following link: <http://www.uncp.edu/arc>.

2717

2718 **Religious Holiday Policy**

2719 The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all
2720 students who must be absent from classes or miss scheduled exams in order to observe religious
2721 holidays; we must be careful not to inhibit or penalize these students for exercising their rights to
2722 religious observance. To accommodate students' religious holidays, each student will be allowed two
2723 excused absences each semester with the following conditions:

2724 1. Students, who submit written notification to their instructors within two weeks of the
2725 beginning of the semester, shall be excused from class or other scheduled academic activity to
2726 observe a religious holy day of their faith. Excused absences are limited to two class sessions
2727 (days) per semester.

2728 2. Students shall be permitted a reasonable amount of time to make up tests or other work
2729 missed due to an excused absence for a religious observance.

2730 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.

2731 activity because of religious observances.

2732 A student who is to be excused from class for a religious observance is not required to provide a second-
2733 party certification of the reason for the absence. Furthermore, a student who believes that he or she has
2734 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
2735 through the student grievance procedure.

2736

2737 **Honor Code**

2738 All students are expected to follow the Academic Honor Code. The full text of the Academic Honor Code
2739 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)
2740 [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.

2741 Disciplinary actions include, but are not limited to, automatic withdrawal from/assignment of a failing
2742 grade in the course.

2743

2744 I take academic honesty and diligence very seriously. Academic dishonesty represents a serious violation
2745 of the Academic Honor Code. As a guide, please ensure your work can be squarely and solely situated
2746 within the “check mark” cell of the matrix that appears below. Although the “check mark” cell does not
2747 necessarily equate to high academic performance in itself, the “X” cells will certainly have a serious
2748 negative impact on the grade you receive in this class.

2749

| 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 |

2750

2751 **Note:** You are individually responsible for the work you submit (and submitted by your group) in this
2752 class and, as such, you will be held accountable for claimed technical glitches, claimed inadvertent
2753 oversights, and other conditions (e.g., intention) that ultimately lead to academic dishonesty. Please do
2754 not take any chances with this.

2755

2756 Please note that behaviors that disrupt the teaching and/or educational process will not be tolerated.
2757 You are expected to use professional etiquette in all your online and offline interactions with your
2758 instructor and classmates. Please accept that you may not receive a response from me to
2759 communication to me if you have failed to use professional etiquette (e.g., atrocious spelling, lack of
2760 manners, etc.) in that communication. You can expect that all communication you receive from me will
2761 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.

2762 **CLASS OUTLINE/SCHEDULE**

2763 While every attempt will be made to keep to the schedule listed below, unforeseen circumstances may
 2764 necessitate modifications throughout the semester. Additionally, I reserve the right to amend the
 2765 syllabus as needed depending on work accomplished and needs of the class.
 2766

| 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 |

2767
2768

Appendix D
Department of Social Work

SWK 5010: Foundation Field I External Supervision

2769
2770
2771
2772
2773
2774
2775
2776
2777
2778
2779
2780
2781
2782
2783
2784
2785
2786
2787
2788
2789
2790
2791
2792
2793
2794
2795
2796
2797
2798
2799
2800
2801
2802
2803
2804
2805
2806
2807
2808
2809
2810
2811
2812
2813
2814

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 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:

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.

2815

2816

2817 **Social Work Program Competencies**

2818 The Council on Social Work Education (accreditation body) has named the following 9 areas of
 2819 competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the
 2820 MSW degree requirements, graduates will have the ability to:

2821

2822 1. Demonstrate ethical and professional behavior

2823 2. Engage diversity and difference in practice

2824 3. Advance human rights and social, economic and environmental justice

2825 4. Engage in practice-informed research and research-informed practice

2826 5. Engage in policy practice

2827 6. Engage with individual, families, groups, organizations, and communities

2828 7. Assess individuals, families, groups, organizations and communities

2829 8. Intervene with individuals, families, groups, organizations and communities

2830 9. Evaluate practice with individuals, families, groups, organizations and communities

2831

2832 **This syllabus covers requirements for the provision of external field supervision as part of the MSW**
 2833 **field education program. You are expected to follow all guidelines detailed in the MSW Field Manual**
 2834 **in addition to this syllabus.**

2835

2836 **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

2837

2838 **Learning Outcome 1: Use supervision/consultation effectively.**

2839 Measurement of Outcome: learning contract and performance evaluations

2840

2841 **Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work**
2842 **practice.**

2843 Measurement of Outcome: learning contract and performance evaluations

2844

2845 **Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

2846 Measurement of Outcome: learning contract and performance evaluations

2847

2848 **Learning Outcome 4: Demonstrate professional written and oral communication skills.**

2849 Measurement of Outcome: learning contract and performance evaluations

2850

2851

2852 **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

2853

2854 a. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field
2855 site.

2856 b. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with
 2857 student to help the student to integrate social work theories with field activities/assignments,
 2858 demonstrate competency and to discuss field-related and/or social work profession-related
 2859 problems/issues.

- 2860 c. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to
 2861 share information with the MSW Field Director, field seminar faculty or other faculty).
 2862 d. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity as
 2863 external supervisor and field seminar instructor to the same student.
 2864 e. Orient student to agency environment and activities.
 2865 f. Identify and/or design activities that can help student meet the objectives of their learning contract.
 2866 g. With input from student and field liaison, review, modify and sign the student's learning contract.
 2867 h. Assist student to develop professional social work identity.
 2868 i. Share practical experience, professional knowledge and skills, and organizational resources with
 2869 student.
 2870 j. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at
 2871 least, once per semester, to discuss student progress and field practicum-related issues.
 2872 k. Attend field orientation seminar/meetings organized by the Field Director/University.
 2873

2874 **REQUIRED MATERIALS**

- 2875
 2876 MSW Field Manual
 2877 Other materials/readings assigned by external field supervisor
 2878

2879 **INSTRUCTIONAL METHODS**

2880
 2881 External supervision will be provided through a combination of individual supervision sessions and small
 2882 group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The
 2883 MSW Field Director will assign students to external field supervisors based on both parties schedule,
 2884 area of practice and geographic location. External supervisors will set their own meeting schedules in
 2885 consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at
 2886 the student's field site or the external supervisor's office as agreed upon by the supervisor and student.
 2887 External supervisors will consult with each student's task instructor and the student during the learning
 2888 contract development process and during the mid-term and final evaluation processes. This consultation
 2889 can occur in-person, via phone conference or video conference. The external field supervisor must sign
 2890 off on the learning contract, mid-term and final performance evaluations. The external field supervisor
 2891 participates in the site visit with the field seminar instructor/field liaison that takes place at the student's
 2892 field site.
 2893

2894 **GRADING**

2895
 2896 **The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing**
 2897 **grade for field supervision is required in order to pass field practicum and seminar. This grade is issued**
 2898 **by the external field supervisor in consultation with the MSW Field Director. A student may fail**
 2899 **external field supervision if (1) student does not meet the minimum supervision hour requirement (10**
 2900 **hours per semester), (2) student does not conduct themselves in a professional manner during**
 2901 **interactions with their field supervisor as outlined in the Department of Social Work's Professional**
 2902 **Performance Standards in the MSW Program Manual and listed below.**
 2903

2904 Professional Performance Standards

2905 The Department of Social Work recognizes that preparation for professional practice requires more than
 2906 scholastic achievement. The Program expects students to exhibit behavior that is consistent with
 2907 professional performance. Such behavior is expected not only in the classroom but throughout the
 2908 University and larger community.

2909 Professional performance encompasses a commitment to the social work mission and values as found in
 2910 the NASW Code of Ethics. Signs of such professional performance include: productive work with others;
 2911 acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;
 2912 advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program
 2913 and University policies and the laws of society.

2914 Elements of Professional Performance

2915 Specifically, professional performance includes the following elements:

- 2916 1. Communication Skills (in writing and speaking)
- 2917 2. Interpersonal Skills
- 2918 3. Cognitive Skills
- 2919 4. Self-Awareness and Judgment of Abilities and Limitations
- 2920 5. Stress Management
- 2921 6. Skills in Safeguarding Mental and Emotional Functioning
- 2922 7. Ethical Behavior

2923 1.0 Communication Skills

2924 Students shall demonstrate sufficient skills in writing and speaking the English language to understand
 2925 content presented in the program and complete assignments:

2926 a. Students shall produce written documents that communicate clearly, demonstrate correct grammar
 2927 and spelling, and adhere to the American Psychological Association (APA) Style.

2928 b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to
 2929 others.

2930 c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for
 2931 a student by the UNCP Accessibility Resource Center.

2932 2.0 Interpersonal Skills

2933 Students shall demonstrate the interpersonal skills necessary to relate effectively to other students,
 2934 faculty, staff, clients, and professionals. Students are expected to initiate and sustain working
 2935 relationships with others, both one-to-one and in groups. In doing so, students shall:

2936 a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.

2937 b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal
 2938 and non-verbal behaviors.

2939 c. Listen to and understand the thoughts, feelings and intentions of others.

2940 d. Work effectively with others regardless of their level of authority.

2941 e. Advocate for themselves in an appropriate and responsible manner and use proper channels to
 2942 resolve conflicts.

2943 f. Accept feedback in a constructive manner and in a way that furthers professional performance.

2944 g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

2945 3.0 Cognitive Skills

2946 Students are expected to conceptualize and integrate knowledge. At a minimum, students shall
 2947 demonstrate the ability to process information and apply information appropriately. In the course of
 2948 their studies and training, students are expected to accumulate relevant knowledge from the social,
 2949 behavioral and biological sciences and apply that knowledge to professional practice.

2950 4.0 Self Awareness and Judgment of Abilities and Limitations

2951 Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect
2952 their academic and professional performance. Students shall assess how they are perceived by others
2953 and be willing to modify their behavior when such behavior interferes in working with clients and other
2954 professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and
2955 limitations in engaging in specific efforts of professional practice. Students are further expected to seek
2956 and accept supervision and advice when necessary for their academic and professional performance.

2957 5.0 Stress Management Skills

2958 Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic
2959 achievement and professional performance. Such ability includes use of the following skills:

- 2960 a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- 2961 b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory
2962 relationships when necessary to support such efforts.

2963 6.0 Skills in Safeguarding Emotional and Mental Functioning

2964 Students are expected to sustain mental and emotional functioning necessary for scholastic
2965 achievement and professional performance. Students shall seek help and support if psychosocial
2966 distress, substance abuse, or mental health issues affect such achievement or performance, or
2967 compromise the best interests of those to whom students have a professional or collegiate
2968 responsibility.

2969 7.0 Ethical Behavior

2970 Students are expected to exhibit a strong commitment to the goals and values of social work and to the
2971 ethical standards of the profession. Students shall be familiar with ethical values and behaviors
2972 appropriate for professional performance as set forth in the following:

- 2973 a. The NASW Code of Ethics
- 2974 b. The UNCP Student Academic Honor Code
- 2975 c. The Campus Association of Social Workers' Code of Ethics

2976 In addition, students are expected to present or demonstrate:

- 2977 a. A history free of convictions for offenses contrary to professional practice.
- 2978 b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and
2979 suspend personal biases during interactions with others. This shall include a comprehension of another's
2980 values and beliefs.
- 2981 c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with
2982 others. Students in the course of their professional training shall strive to deliver appropriate service to
2983 all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value
2984 system. The student shall not impose personal, religious, or cultural values on others, including clients,
2985 colleagues and other professionals.
- 2986 d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom
2987 of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
- 2988 e. Maintenance of confidentiality as it relates to human service, classroom activities, and field
2989 placement.
- 2990 f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications;
2991 doing one's own work; giving credit for the ideas of others; and providing proper citation of source
2992 materials in all assignments.
- 2993 g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make
2994 verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty;
2995 abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where

2996 conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social
 2997 Workers' Code of Ethics and the NASW Code of Ethics.

2998 **CLASS AND UNIVERSITY POLICIES**

2999 **The supervisor reserves the right to amend the syllabus as needed depending on work accomplished
 3000 and needs of the student.**

3001
 3002 **Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student
 3003 Handbook.

3004
 3005 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 3006 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 3007 community. One of the most important of these standards is academic honesty. You are expected to
 3008 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 3009 the University.

3010
 3011 **Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to
 3012 accommodate all students who must be absent from classes or miss scheduled exams in order to
 3013 observe religious holidays; we must be careful not to inhibit or penalize these students for exercising
 3014 their rights to religious observance. To accommodate students' religious holidays, each student will be
 3015 allowed two excused absences each semester with the following conditions:

- 3016 1. Students, who submit written notification to their instructors within two weeks of the beginning of
 3017 the semester, shall be excused from class or other scheduled academic activity to observe a religious
 3018 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
- 3019 2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due
 3020 to an excused absence for a religious observance.
- 3021 3. Students should not be penalized due to absence from class or other scheduled academic activity
 3022 because of religious observances.

3023 A student who is to be excused from class for a religious observance is not required to provide a second-
 3024 party certification of the reason for the absence. Furthermore, a student who believes that he or she
 3025 has been unreasonably denied an education benefit due to religious beliefs or practices may seek
 3026 redress through the student grievance procedure.

3027 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
 3028 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
 3029 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
 3030 provides sequential topics and experiential activities within a collaborative learning environment that
 3031 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
 3032 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
 3033 and behaviors necessary for social work practice. Experiential activities give students opportunities to
 3034 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
 3035 instructor-student and student-student intellectual exchanges, and peer observation and insights are
 3036 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
 3037 classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation;
 3038 please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is
 3039 defined as presence during the entire period of a scheduled class or course activity or until student has
 3040 completed a specified course activity. For online courses, students are considered to be absent if they
 3041 fail to participate in or complete scheduled course activities. The following are reasons for which

3042 excused absences could possibly be permitted for a class session based on the individual course
 3043 instructor approval:

- 3044 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 3045 2) Short-term illness with immediate medical documentation
- 3046 3) Required appearance in a court of law with documentation
- 3047 4) Required military duty with documentation
- 3048 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 3049 6) ADA/AAA accommodation with documentation

3050

3051 Course instructors may, at their own discretion, allow other excused absences but are under no
 3052 obligation to do so. In case of an excused absence, students are responsible for all course materials
 3053 covered. The format of any make-up course activity, including examination, will be at the discretion of
 3054 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
 3055 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
 3056 activity.

3057 **Note:** It is paramount that students master the social work practice behaviors required to successfully
 3058 complete their social work program. Any absence in a course, whether excused or unexcused, creates
 3059 gaps in the student's knowledge of course content and minimizes opportunities for experiential
 3060 learning. Students who have a documented disability will be responded to on an individual basis.
 3061 Students are strongly encouraged to use any absences in a well-determined manner.

3062 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 3063 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
 3064 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 3065 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 3066 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 3067 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 3068 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 3069 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 3070 the Student Honor Code. You are also not to use the same assignment in two different classes without
 3071 permission of both instructors.

3072

3073 UNIVERSITY SUPPORT SERVICES

3074

3075 **ADA Statement** Federal laws require UNCP to accommodate students with documented learning,
 3076 physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings,
 3077 academic accommodations are not automatic; to receive accommodations, students must make a
 3078 formal request and must supply documentation from a qualified professional to support that request.
 3079 Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry
 3080 Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain
 3081 confidential. Accommodations cannot be provided retroactively. More information for students about
 3082 the services provided by ARC and the accommodation process may be found at the following link:
 3083 <http://www.uncp.edu/arc>

3084

3085 **Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students
 3086 regardless of academic standing or class standing. Participants are matched up with a peer mentor to
 3087 meet for one 30 minute session each week to discuss progress in current classes and help students

3088 further develop their academic skill sets such as time management, test preparation, utilization of
3089 textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's
3090 policies and procedures such as grade replacements and academic appeals. ARMs host regular skill
3091 enhancement workshops that are available to all students, including those not regularly seeing a
3092 mentor. Workshops address specific topics such as understanding your educational expenses, preparing
3093 for your future career, the importance of being involved on campus, and what to do in order to recover
3094 from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or
3095 jennifer.bruner@uncp.edu.

3096 **The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing
3097 process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from
3098 any course or department are welcome to use the Center. Tutors work with students on all types of
3099 writing assignments, including application essays and personal statements. The University Writing
3100 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
3101 should visit <http://www.uncp.edu/writing/>

3102 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
3103 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
3104 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
3105 throughout the social work curriculum. Students may be called upon through exercises, written
3106 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
3107 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
3108 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
3109 *be required to disclose information beyond what is considered by the student to be comfortable and*
3110 *appropriate.*

3111

3112

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

3113
 3114
 3115
 3116
 3117
 3118
 3119
 3120
 3121
 3122
 3123
 3124
 3125
 3126
 3127
 3128
 3129
 3130
 3131
 3132
 3133
 3134
 3135
 3136
 3137
 3138
 3139
 3140
 3141
 3142
 3143
 3144
 3145
 3146
 3147
 3148
 3149
 3150
 3151
 3152
 3153
 3154
 3155
 3156

SWK 5020: Foundation 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 5020 Foundation Field II External Supervision must be taken concurrently with SWK 5400 Foundation Field II & Seminar. SWK 5020 is the second 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:

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.

3157
3158
3159
3160

3161 **Social Work Program Competencies**

3162 The Council on Social Work Education (accreditation body) has named the following 9 areas of
3163 competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the
3164 MSW degree requirements, graduates will have the ability to:

3165

3166 10. Demonstrate ethical and professional behavior

3167 11. Engage diversity and difference in practice

3168 12. Advance human rights and social, economic and environmental justice

3169 13. Engage in practice-informed research and research-informed practice

3170 14. Engage in policy practice

3171 15. Engage with individual, families, groups, organizations, and communities

3172 16. Assess individuals, families, groups, organizations and communities

3173 17. Intervene with individuals, families, groups, organizations and communities

3174 18. Evaluate practice with individuals, families, groups, organizations and communities

3175

3176 **This syllabus covers requirements for the provision of external field supervision as part of the MSW**
3177 **field education program. You are expected to follow all guidelines detailed in the MSW Field Manual**
3178 **in addition to this syllabus.**

3179

3180 **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

3181

3182 **Learning Outcome 1: Use supervision/consultation effectively.**

3183 Measurement of Outcome: learning contract and performance evaluations

3184

3185 **Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work**
3186 **practice.**

3187 Measurement of Outcome: learning contract and performance evaluations

3188

3189 **Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

3190 Measurement of Outcome: learning contract and performance evaluations

3191

3192 **Learning Outcome 4: Demonstrate professional written and oral communication skills.**

3193 Measurement of Outcome: learning contract and performance evaluations

3194 .

3195

3196 **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

3197

3198 l. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field
3199 site.

3200 m. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with
3201 student to help the student to integrate social work theories with field activities/assignments,

- 3202 demonstrate competency and to discuss field-related and/or social work profession-related
 3203 problems/issues.
- 3204 n. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to
 3205 share information with the MSW Field Director, field seminar faculty or other faculty).
- 3206 o. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity an
 3207 external supervisor and field seminar instructor to the same student.
- 3208 p. Orient student to agency environment and activities.
- 3209 q. Identify and/or design activities that can help student meet the objectives of their learning contract.
- 3210 r. With input from student and field liaison, review, modify and sign the student's learning contract.
- 3211 s. Assist student to develop professional social work identity.
- 3212 t. Share practical experience, professional knowledge and skills, and organizational resources with
 3213 student.
- 3214 u. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at
 3215 least, once per semester, to discuss student progress and field practicum-related issues.
- 3216 v. Attend field orientation seminar/meetings organized by the Field Director/University.

3217

3218 **REQUIRED MATERIALS**

3219

3220 MSW Field Manual

3221 Other materials/readings assigned by external field supervisor

3222

3223 **INSTRUCTIONAL METHODS**

3224

3225 External supervision will be provided through a combination of individual supervision sessions and small
 3226 group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The
 3227 MSW Field Director will assign students to external field supervisors based on both parties schedule,
 3228 area of practice and geographic location. External supervisors will set their own meeting schedules in
 3229 consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at
 3230 the student's field site or the external supervisor's office as agreed upon by the supervisor and student.
 3231 External supervisors will consult with each student's task instructor and the student during the learning
 3232 contract development process and during the mid-term and final evaluation processes. This consultation
 3233 can occur in-person, via phone conference or video conference. The external field supervisor must sign
 3234 off on the learning contract, mid-term and final performance evaluations. The external field supervisor
 3235 participates in the site visit with the field seminar instructor/field liaison that takes place at the student's
 3236 field site.

3237

3238 **GRADING**

3239

3240 **The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing**
 3241 **grade for field supervision is required in order to pass field practicum and seminar. This grade is issued**
 3242 **by the external field supervisor in consultation with the MSW Field Director. A student may fail**
 3243 **external field supervision if (1) student does not meet the minimum supervision hour requirement (10**
 3244 **hours per semester), (2) student does not conduct themselves in a professional manner during**
 3245 **interactions with their field supervisor as outlined in the Department of Social Work's Professional**
 3246 **Performance Standards in the MSW Program Manual and listed below.**

3247

3248 Professional Performance Standards

3249 The Department of Social Work recognizes that preparation for professional practice requires more than
3250 scholastic achievement. The Program expects students to exhibit behavior that is consistent with
3251 professional performance. Such behavior is expected not only in the classroom but throughout the
3252 University and larger community.

3253 Professional performance encompasses a commitment to the social work mission and values as found in
3254 the NASW Code of Ethics. Signs of such professional performance include: productive work with others;
3255 acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;
3256 advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program
3257 and University policies and the laws of society.

3258 Elements of Professional Performance

3259 Specifically, professional performance includes the following elements:

- 3260 1. Communication Skills (in writing and speaking)
- 3261 2. Interpersonal Skills
- 3262 3. Cognitive Skills
- 3263 4. Self-Awareness and Judgment of Abilities and Limitations
- 3264 5. Stress Management
- 3265 6. Skills in Safeguarding Mental and Emotional Functioning
- 3266 7. Ethical Behavior

3267 1.0 Communication Skills

3268 Students shall demonstrate sufficient skills in writing and speaking the English language to understand
3269 content presented in the program and complete assignments:

- 3270 a. Students shall produce written documents that communicate clearly, demonstrate correct grammar
3271 and spelling, and adhere to the American Psychological Association (APA) Style.
- 3272 b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to
3273 others.
- 3274 c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for
3275 a student by the UNCP Accessibility Resource Center.

3276 2.0 Interpersonal Skills

3277 Students shall demonstrate the interpersonal skills necessary to relate effectively to other students,
3278 faculty, staff, clients, and professionals. Students are expected to initiate and sustain working
3279 relationships with others, both one-to-one and in groups. In doing so, students shall:

- 3280 a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- 3281 b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal
3282 and non-verbal behaviors.
- 3283 c. Listen to and understand the thoughts, feelings and intentions of others.
- 3284 d. Work effectively with others regardless of their level of authority.
- 3285 e. Advocate for themselves in an appropriate and responsible manner and use proper channels to
3286 resolve conflicts.
- 3287 f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- 3288 g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

3289 3.0 Cognitive Skills

3290 Students are expected to conceptualize and integrate knowledge. At a minimum, students shall
3291 demonstrate the ability to process information and apply information appropriately. In the course of
3292 their studies and training, students are expected to accumulate relevant knowledge from the social,
3293 behavioral and biological sciences and apply that knowledge to professional practice.

3294 4.0 Self Awareness and Judgment of Abilities and Limitations

3295 Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect
3296 their academic and professional performance. Students shall assess how they are perceived by others
3297 and be willing to modify their behavior when such behavior interferes in working with clients and other
3298 professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and
3299 limitations in engaging in specific efforts of professional practice. Students are further expected to seek
3300 and accept supervision and advice when necessary for their academic and professional performance.

3301 5.0 Stress Management Skills

3302 Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic
3303 achievement and professional performance. Such ability includes use of the following skills:

- 3304 a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
3305 b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory
3306 relationships when necessary to support such efforts.

3307 6.0 Skills in Safeguarding Emotional and Mental Functioning

3308 Students are expected to sustain mental and emotional functioning necessary for scholastic
3309 achievement and professional performance. Students shall seek help and support if psychosocial
3310 distress, substance abuse, or mental health issues affect such achievement or performance, or
3311 compromise the best interests of those to whom students have a professional or collegiate
3312 responsibility.

3313 7.0 Ethical Behavior

3314 Students are expected to exhibit a strong commitment to the goals and values of social work and to the
3315 ethical standards of the profession. Students shall be familiar with ethical values and behaviors
3316 appropriate for professional performance as set forth in the following:

- 3317 a. The NASW Code of Ethics
3318 b. The UNCP Student Academic Honor Code
3319 c. The Campus Association of Social Workers' Code of Ethics

3320 In addition, students are expected to present or demonstrate:

- 3321 a. A history free of convictions for offenses contrary to professional practice.
3322 b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and
3323 suspend personal biases during interactions with others. This shall include a comprehension of another's
3324 values and beliefs.
3325 c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with
3326 others. Students in the course of their professional training shall strive to deliver appropriate service to
3327 all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value
3328 system. The student shall not impose personal, religious, or cultural values on others, including clients,
3329 colleagues and other professionals.
3330 d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom
3331 of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
3332 e. Maintenance of confidentiality as it relates to human service, classroom activities, and field
3333 placement.
3334 f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications;
3335 doing one's own work; giving credit for the ideas of others; and providing proper citation of source
3336 materials in all assignments.
3337 g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make
3338 verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty;
3339 abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where

3340 conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social
 3341 Workers' Code of Ethics and the NASW Code of Ethics.

3342 **CLASS AND UNIVERSITY POLICIES**

3343 **The supervisor reserves the right to amend the syllabus as needed depending on work accomplished**
 3344 **and needs of the student.**

3345
 3346 **Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student
 3347 Handbook.

3348
 3349 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 3350 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 3351 community. One of the most important of these standards is academic honesty. You are expected to
 3352 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 3353 the University.

3354
 3355 **Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to
 3356 accommodate all students who must be absent from classes or miss scheduled exams in order to
 3357 observe religious holidays; we must be careful not to inhibit or penalize these students for exercising
 3358 their rights to religious observance. To accommodate students' religious holidays, each student will be
 3359 allowed two excused absences each semester with the following conditions:

- 3360 4. Students, who submit written notification to their instructors within two weeks of the beginning of
 3361 the semester, shall be excused from class or other scheduled academic activity to observe a religious
 3362 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
 3363 5. Students shall be permitted a reasonable amount of time to make up tests or other work missed due
 3364 to an excused absence for a religious observance.
 3365 6. Students should not be penalized due to absence from class or other scheduled academic activity
 3366 because of religious observances.

3367 A student who is to be excused from class for a religious observance is not required to provide a second-
 3368 party certification of the reason for the absence. Furthermore, a student who believes that he or she
 3369 has been unreasonably denied an education benefit due to religious beliefs or practices may seek
 3370 redress through the student grievance procedure.

3371 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
 3372 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
 3373 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
 3374 provides sequential topics and experiential activities within a collaborative learning environment that
 3375 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
 3376 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
 3377 and behaviors necessary for social work practice. Experiential activities give students opportunities to
 3378 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
 3379 instructor-student and student-student intellectual exchanges, and peer observation and insights are
 3380 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
 3381 classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation;
 3382 please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is
 3383 defined as presence during the entire period of a scheduled class or course activity or until student has
 3384 completed a specified course activity. For online courses, students are considered to be absent if they
 3385 fail to participate in or complete scheduled course activities. The following are reasons for which

3386 excused absences could possibly be permitted for a class session based on the individual course
3387 instructor approval:

- 3388 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 3389 2) Short-term illness with immediate medical documentation
- 3390 3) Required appearance in a court of law with documentation
- 3391 4) Required military duty with documentation
- 3392 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 3393 6) ADA/AAA accommodation with documentation

3394

3395 Course instructors may, at their own discretion, allow other excused absences but are under no
3396 obligation to do so. In case of an excused absence, students are responsible for all course materials
3397 covered. The format of any make-up course activity, including examination, will be at the discretion of
3398 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
3399 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
3400 activity.

3401 **Note:** It is paramount that students master the social work practice behaviors required to successfully
3402 complete their social work program. Any absence in a course, whether excused or unexcused, creates
3403 gaps in the student's knowledge of course content and minimizes opportunities for experiential
3404 learning. Students who have a documented disability will be responded to on an individual basis.
3405 Students are strongly encouraged to use any absences in a well-determined manner.

3406 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
3407 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
3408 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
3409 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
3410 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
3411 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
3412 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
3413 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
3414 the Student Honor Code. You are also not to use the same assignment in two different classes without
3415 permission of both instructors.

3416

3417 **UNIVERSITY SUPPORT SERVICES**

3418

3419 **ADA Statement** Federal laws require UNCP to accommodate students with documented learning,
3420 physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings,
3421 academic accommodations are not automatic; to receive accommodations, students must make a
3422 formal request and must supply documentation from a qualified professional to support that request.
3423 Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry
3424 Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain
3425 confidential. Accommodations cannot be provided retroactively. More information for students about
3426 the services provided by ARC and the accommodation process may be found at the following link:

3427 <http://www.uncp.edu/arc>

3428

3429 **Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students
3430 regardless of academic standing or class standing. Participants are matched up with a peer mentor to
3431 meet for one 30 minute session each week to discuss progress in current classes and help students

3432 further develop their academic skill sets such as time management, test preparation, utilization of
3433 textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's
3434 policies and procedures such as grade replacements and academic appeals. ARMs host regular skill
3435 enhancement workshops that are available to all students, including those not regularly seeing a
3436 mentor. Workshops address specific topics such as understanding your educational expenses, preparing
3437 for your future career, the importance of being involved on campus, and what to do in order to recover
3438 from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or
3439 jennifer.bruner@uncp.edu.

3440 **The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing
3441 process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from
3442 any course or department are welcome to use the Center. Tutors work with students on all types of
3443 writing assignments, including application essays and personal statements. The University Writing
3444 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
3445 should visit <http://www.uncp.edu/writing/>

3446 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
3447 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
3448 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
3449 throughout the social work curriculum. Students may be called upon through exercises, written
3450 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
3451 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
3452 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
3453 *be required to disclose information beyond what is considered by the student to be comfortable and*
3454 *appropriate.*

3455

3456

3457

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

3458
 3459
 3460
 3461
 3462
 3463
 3464
 3465
 3466
 3467
 3468
 3469
 3470
 3471
 3472
 3473
 3474
 3475
 3476
 3477
 3478
 3479
 3480
 3481
 3482
 3483
 3484
 3485
 3486
 3487
 3488
 3489
 3490
 3491
 3492
 3493
 3494
 3495
 3496
 3497
 3498
 3499
 3500
 3501

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.

3502
3503
3504
3505

3506 **Social Work Program Competencies**

3507 The Council on Social Work Education (accreditation body) has named the following 9 areas of
3508 competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the
3509 MSW degree requirements, graduates will have the ability to:

3510

- 3511 1. Demonstrate ethical and professional behavior
3512 2. Engage diversity and difference in practice
3513 3. Advance human rights and social, economic and environmental justice
3514 4. Engage in practice-informed research and research-informed practice
3515 5. Engage in policy practice
3516 6. Engage with individual, families, groups, organizations, and communities
3517 7. Assess individuals, families, groups, organizations and communities
3518 8. Intervene with individuals, families, groups, organizations and communities
3519 9. Evaluate practice with individuals, families, groups, organizations and communities

3520

3521 **This syllabus covers requirements for the provision of external field supervision as part of the MSW**
3522 **field education program. You are expected to follow all guidelines detailed in the MSW Field Manual**
3523 **in addition to this syllabus.**

3524

3525 **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

3526

3527 **Learning Outcome 1: Use supervision/consultation effectively.**

3528 Measurement of Outcome: learning contract and performance evaluations

3529

3530 **Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work**
3531 **practice.**

3532 Measurement of Outcome: learning contract and performance evaluations

3533

3534 **Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

3535 Measurement of Outcome: learning contract and performance evaluations

3536

3537 **Learning Outcome 4: Demonstrate professional written and oral communication skills.**

3538 Measurement of Outcome: learning contract and performance evaluations

3539 .

3540

3541 **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

3542

- 3543 a. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field
3544 site.
3545 b. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with
3546 student to help the student to integrate social work theories with field activities/assignments,

- 3547 demonstrate competency and to discuss field-related and/or social work profession-related
 3548 problems/issues.
- 3549 c. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to
 3550 share information with the MSW Field Director, field seminar faculty or other faculty).
 - 3551 d. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity an
 3552 external supervisor and field seminar instructor to the same student.
 - 3553 e. Orient student to agency environment and activities.
 - 3554 f. Identify and/or design activities that can help student meet the objectives of their learning contract.
 - 3555 g. With input from student and field liaison, review, modify and sign the student's learning contract.
 - 3556 h. Assist student to develop professional social work identity.
 - 3557 i. Share practical experience, professional knowledge and skills, and organizational resources with
 3558 student.
 - 3559 j. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at
 3560 least, once per semester, to discuss student progress and field practicum-related issues.
 - 3561 k. Attend field orientation seminar/meetings organized by the Field Director/University.

3562

3563 **REQUIRED MATERIALS**

3564

3565 MSW Field Manual

3566 Other materials/readings assigned by external field supervisor

3567

3568 **INSTRUCTIONAL METHODS**

3569

3570 External supervision will be provided through a combination of individual supervision sessions and small
 3571 group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The
 3572 MSW Field Director will assign students to external field supervisors based on both parties schedule,
 3573 area of practice and geographic location. External supervisors will set their own meeting schedules in
 3574 consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at
 3575 the student's field site or the external supervisor's office as agreed upon by the supervisor and student.
 3576 External supervisors will consult with each student's task instructor and the student during the learning
 3577 contract development process and during the mid-term and final evaluation processes. This consultation
 3578 can occur in-person, via phone conference or video conference. The external field supervisor must sign
 3579 off on the learning contract, mid-term and final performance evaluations. The external field supervisor
 3580 participates in the site visit with the field seminar instructor/field liaison that takes place at the student's
 3581 field site.

3582

3583 **GRADING**

3584

3585 **The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing**
 3586 **grade for field supervision is required in order to pass field practicum and seminar. This grade is issued**
 3587 **by the external field supervisor in consultation with the MSW Field Director. A student may fail**
 3588 **external field supervision if (1) student does not meet the minimum supervision hour requirement (10**
 3589 **hours per semester), (2) student does not conduct themselves in a professional manner during**
 3590 **interactions with their field supervisor as outlined in the Department of Social Work's Professional**
 3591 **Performance Standards in the MSW Program Manual and listed below.**

3592

3593 Professional Performance Standards

3594 The Department of Social Work recognizes that preparation for professional practice requires more than
 3595 scholastic achievement. The Program expects students to exhibit behavior that is consistent with
 3596 professional performance. Such behavior is expected not only in the classroom but throughout the
 3597 University and larger community.

3598 Professional performance encompasses a commitment to the social work mission and values as found in
 3599 the NASW Code of Ethics. Signs of such professional performance include: productive work with others;
 3600 acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;
 3601 advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program
 3602 and University policies and the laws of society.

3603 Elements of Professional Performance

3604 Specifically, professional performance includes the following elements:

- 3605 1. Communication Skills (in writing and speaking)
- 3606 2. Interpersonal Skills
- 3607 3. Cognitive Skills
- 3608 4. Self-Awareness and Judgment of Abilities and Limitations
- 3609 5. Stress Management
- 3610 6. Skills in Safeguarding Mental and Emotional Functioning
- 3611 7. Ethical Behavior

3612 1.0 Communication Skills

3613 Students shall demonstrate sufficient skills in writing and speaking the English language to understand
 3614 content presented in the program and complete assignments:

- 3615 a. Students shall produce written documents that communicate clearly, demonstrate correct grammar
 3616 and spelling, and adhere to the American Psychological Association (APA) Style.
- 3617 b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to
 3618 others.
- 3619 c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for
 3620 a student by the UNCP Accessibility Resource Center.

3621 2.0 Interpersonal Skills

3622 Students shall demonstrate the interpersonal skills necessary to relate effectively to other students,
 3623 faculty, staff, clients, and professionals. Students are expected to initiate and sustain working
 3624 relationships with others, both one-to-one and in groups. In doing so, students shall:

- 3625 a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- 3626 b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal
 3627 and non-verbal behaviors.
- 3628 c. Listen to and understand the thoughts, feelings and intentions of others.
- 3629 d. Work effectively with others regardless of their level of authority.
- 3630 e. Advocate for themselves in an appropriate and responsible manner and use proper channels to
 3631 resolve conflicts.
- 3632 f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- 3633 g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

3634 3.0 Cognitive Skills

3635 Students are expected to conceptualize and integrate knowledge. At a minimum, students shall
 3636 demonstrate the ability to process information and apply information appropriately. In the course of
 3637 their studies and training, students are expected to accumulate relevant knowledge from the social,
 3638 behavioral and biological sciences and apply that knowledge to professional practice.

3639 4.0 Self Awareness and Judgment of Abilities and Limitations

3640 Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect
3641 their academic and professional performance. Students shall assess how they are perceived by others
3642 and be willing to modify their behavior when such behavior interferes in working with clients and other
3643 professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and
3644 limitations in engaging in specific efforts of professional practice. Students are further expected to seek
3645 and accept supervision and advice when necessary for their academic and professional performance.

3646 5.0 Stress Management Skills

3647 Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic
3648 achievement and professional performance. Such ability includes use of the following skills:

- 3649 a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
3650 b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory
3651 relationships when necessary to support such efforts.

3652 6.0 Skills in Safeguarding Emotional and Mental Functioning

3653 Students are expected to sustain mental and emotional functioning necessary for scholastic
3654 achievement and professional performance. Students shall seek help and support if psychosocial
3655 distress, substance abuse, or mental health issues affect such achievement or performance, or
3656 compromise the best interests of those to whom students have a professional or collegiate
3657 responsibility.

3658 7.0 Ethical Behavior

3659 Students are expected to exhibit a strong commitment to the goals and values of social work and to the
3660 ethical standards of the profession. Students shall be familiar with ethical values and behaviors
3661 appropriate for professional performance as set forth in the following:

- 3662 a. The NASW Code of Ethics
3663 b. The UNCP Student Academic Honor Code
3664 c. The Campus Association of Social Workers' Code of Ethics

3665 In addition, students are expected to present or demonstrate:

- 3666 a. A history free of convictions for offenses contrary to professional practice.
3667 b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and
3668 suspend personal biases during interactions with others. This shall include a comprehension of another's
3669 values and beliefs.
3670 c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with
3671 others. Students in the course of their professional training shall strive to deliver appropriate service to
3672 all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value
3673 system. The student shall not impose personal, religious, or cultural values on others, including clients,
3674 colleagues and other professionals.
3675 d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom
3676 of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
3677 e. Maintenance of confidentiality as it relates to human service, classroom activities, and field
3678 placement.
3679 f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications;
3680 doing one's own work; giving credit for the ideas of others; and providing proper citation of source
3681 materials in all assignments.
3682 g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make
3683 verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty;
3684 abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where

3685 conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social
 3686 Workers' Code of Ethics and the NASW Code of Ethics.

3687 **CLASS AND UNIVERSITY POLICIES**

3688 **The supervisor reserves the right to amend the syllabus as needed depending on work accomplished**
 3689 **and needs of the student.**

3690
 3691 **Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student
 3692 Handbook.

3693
 3694 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 3695 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 3696 community. One of the most important of these standards is academic honesty. You are expected to
 3697 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 3698 the University.

3699
 3700 **Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to
 3701 accommodate all students who must be absent from classes or miss scheduled exams in order to
 3702 observe religious holidays; we must be careful not to inhibit or penalize these students for exercising
 3703 their rights to religious observance. To accommodate students' religious holidays, each student will be
 3704 allowed two excused absences each semester with the following conditions:

- 3705 1. Students, who submit written notification to their instructors within two weeks of the beginning of
 3706 the semester, shall be excused from class or other scheduled academic activity to observe a religious
 3707 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
- 3708 2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due
 3709 to an excused absence for a religious observance.
- 3710 3. Students should not be penalized due to absence from class or other scheduled academic activity
 3711 because of religious observances.

3712 A student who is to be excused from class for a religious observance is not required to provide a second-
 3713 party certification of the reason for the absence. Furthermore, a student who believes that he or she
 3714 has been unreasonably denied an education benefit due to religious beliefs or practices may seek
 3715 redress through the student grievance procedure.

3716 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
 3717 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
 3718 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
 3719 provides sequential topics and experiential activities within a collaborative learning environment that
 3720 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
 3721 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
 3722 and behaviors necessary for social work practice. Experiential activities give students opportunities to
 3723 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
 3724 instructor-student and student-student intellectual exchanges, and peer observation and insights are
 3725 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
 3726 classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation;
 3727 please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is
 3728 defined as presence during the entire period of a scheduled class or course activity or until student has
 3729 completed a specified course activity. For online courses, students are considered to be absent if they
 3730 fail to participate in or complete scheduled course activities. The following are reasons for which

3731 excused absences could possibly be permitted for a class session based on the individual course
 3732 instructor approval:

- 3733 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 3734 2) Short-term illness with immediate medical documentation
- 3735 3) Required appearance in a court of law with documentation
- 3736 4) Required military duty with documentation
- 3737 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 3738 6) ADA/AAA accommodation with documentation

3739

3740 Course instructors may, at their own discretion, allow other excused absences but are under no
 3741 obligation to do so. In case of an excused absence, students are responsible for all course materials
 3742 covered. The format of any make-up course activity, including examination, will be at the discretion of
 3743 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
 3744 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
 3745 activity.

3746 **Note:** It is paramount that students master the social work practice behaviors required to successfully
 3747 complete their social work program. Any absence in a course, whether excused or unexcused, creates
 3748 gaps in the student's knowledge of course content and minimizes opportunities for experiential
 3749 learning. Students who have a documented disability will be responded to on an individual basis.
 3750 Students are strongly encouraged to use any absences in a well-determined manner.

3751 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 3752 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
 3753 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 3754 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 3755 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 3756 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 3757 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 3758 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 3759 the Student Honor Code. You are also not to use the same assignment in two different classes without
 3760 permission of both instructors.

3761

3762 UNIVERSITY SUPPORT SERVICES

3763

3764 **ADA Statement** Federal laws require UNCP to accommodate students with documented learning,
 3765 physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings,
 3766 academic accommodations are not automatic; to receive accommodations, students must make a
 3767 formal request and must supply documentation from a qualified professional to support that request.
 3768 Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry
 3769 Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain
 3770 confidential. Accommodations cannot be provided retroactively. More information for students about
 3771 the services provided by ARC and the accommodation process may be found at the following link:
 3772 <http://www.uncp.edu/arc>

3773

3774 **Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students
 3775 regardless of academic standing or class standing. Participants are matched up with a peer mentor to
 3776 meet for one 30 minute session each week to discuss progress in current classes and help students

3777 further develop their academic skill sets such as time management, test preparation, utilization of
3778 textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's
3779 policies and procedures such as grade replacements and academic appeals. ARMs host regular skill
3780 enhancement workshops that are available to all students, including those not regularly seeing a
3781 mentor. Workshops address specific topics such as understanding your educational expenses, preparing
3782 for your future career, the importance of being involved on campus, and what to do in order to recover
3783 from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or
3784 jennifer.bruner@uncp.edu.

3785 **The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing
3786 process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from
3787 any course or department are welcome to use the Center. Tutors work with students on all types of
3788 writing assignments, including application essays and personal statements. The University Writing
3789 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
3790 should visit <http://www.uncp.edu/writing/>

3791 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
3792 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
3793 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
3794 throughout the social work curriculum. Students may be called upon through exercises, written
3795 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
3796 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
3797 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
3798 *be required to disclose information beyond what is considered by the student to be comfortable and*
3799 *appropriate.*

3800

3801

3802

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

3803
 3804
 3805
 3806
 3807
 3808
 3809
 3810
 3811
 3812
 3813
 3814
 3815
 3816
 3817
 3818
 3819
 3820
 3821
 3822
 3823
 3824
 3825
 3826
 3827
 3828
 3829
 3830
 3831
 3832
 3833
 3834
 3835
 3836
 3837
 3838
 3839
 3840
 3841
 3842
 3843
 3844
 3845
 3846

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.

3847
3848
3849
3850

3851 **Social Work Program Competencies**

3852 The Council on Social Work Education (accreditation body) has named the following 9 areas of
3853 competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the
3854 MSW degree requirements, graduates will have the ability to:

3855

3856 10. Demonstrate ethical and professional behavior

3857 11. Engage diversity and difference in practice

3858 12. Advance human rights and social, economic and environmental justice

3859 13. Engage in practice-informed research and research-informed practice

3860 14. Engage in policy practice

3861 15. Engage with individual, families, groups, organizations, and communities

3862 16. Assess individuals, families, groups, organizations and communities

3863 17. Intervene with individuals, families, groups, organizations and communities

3864 18. Evaluate practice with individuals, families, groups, organizations and communities

3865

3866 **This syllabus covers requirements for the provision of external field supervision as part of the MSW**
3867 **field education program. You are expected to follow all guidelines detailed in the MSW Field Manual**
3868 **in addition to this syllabus.**

3869

3870 **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

3871

3872 **Learning Outcome 1: Use supervision/consultation effectively.**

3873 Measurement of Outcome: learning contract and performance evaluations

3874

3875 **Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work**
3876 **practice.**

3877 Measurement of Outcome: learning contract and performance evaluations

3878

3879 **Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

3880 Measurement of Outcome: learning contract and performance evaluations

3881

3882 **Learning Outcome 4: Demonstrate professional written and oral communication skills.**

3883 Measurement of Outcome: learning contract and performance evaluations

3884 .

3885

3886 **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

3887

3888 l. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field
3889 site.

3890 m. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with
3891 student to help the student to integrate social work theories with field activities/assignments,

- 3892 demonstrate competency and to discuss field-related and/or social work profession-related
 3893 problems/issues.
- 3894 n. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to
 3895 share information with the MSW Field Director, field seminar faculty or other faculty).
- 3896 o. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity as
 3897 external supervisor and field seminar instructor to the same student.
- 3898 p. Orient student to agency environment and activities.
- 3899 q. Identify and/or design activities that can help student meet the objectives of their learning contract.
- 3900 r. With input from student and field liaison, review, modify and sign the student's learning contract.
- 3901 s. Assist student to develop professional social work identity.
- 3902 t. Share practical experience, professional knowledge and skills, and organizational resources with
 3903 student.
- 3904 u. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at
 3905 least, once per semester, to discuss student progress and field practicum-related issues.
- 3906 v. Attend field orientation seminar/meetings organized by the Field Director/University.

3907

3908 **REQUIRED MATERIALS**

3909

3910 MSW Field Manual

3911 Other materials/readings assigned by external field supervisor

3912

3913 **INSTRUCTIONAL METHODS**

3914

3915 External supervision will be provided through a combination of individual supervision sessions and small
 3916 group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The
 3917 MSW Field Director will assign students to external field supervisors based on both parties schedule,
 3918 area of practice and geographic location. External supervisors will set their own meeting schedules in
 3919 consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at
 3920 the student's field site or the external supervisor's office as agreed upon by the supervisor and student.
 3921 External supervisors will consult with each student's task instructor and the student during the learning
 3922 contract development process and during the mid-term and final evaluation processes. This consultation
 3923 can occur in-person, via phone conference or video conference. The external field supervisor must sign
 3924 off on the learning contract, mid-term and final performance evaluations. The external field supervisor
 3925 participates in the site visit with the field seminar instructor/field liaison that takes place at the student's
 3926 field site.

3927

3928 **GRADING**

3929

3930 **The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing**
 3931 **grade for field supervision is required in order to pass field practicum and seminar. This grade is issued**
 3932 **by the external field supervisor in consultation with the MSW Field Director. A student may fail**
 3933 **external field supervision if (1) student does not meet the minimum supervision hour requirement (10**
 3934 **hours per semester), (2) student does not conduct themselves in a professional manner during**
 3935 **interactions with their field supervisor as outlined in the Department of Social Work's Professional**
 3936 **Performance Standards in the MSW Program Manual and listed below.**

3937

3938 Professional Performance Standards

3939 The Department of Social Work recognizes that preparation for professional practice requires more than
3940 scholastic achievement. The Program expects students to exhibit behavior that is consistent with
3941 professional performance. Such behavior is expected not only in the classroom but throughout the
3942 University and larger community.

3943 Professional performance encompasses a commitment to the social work mission and values as found in
3944 the NASW Code of Ethics. Signs of such professional performance include: productive work with others;
3945 acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;
3946 advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program
3947 and University policies and the laws of society.

3948 Elements of Professional Performance

3949 Specifically, professional performance includes the following elements:

- 3950 1. Communication Skills (in writing and speaking)
- 3951 2. Interpersonal Skills
- 3952 3. Cognitive Skills
- 3953 4. Self-Awareness and Judgment of Abilities and Limitations
- 3954 5. Stress Management
- 3955 6. Skills in Safeguarding Mental and Emotional Functioning
- 3956 7. Ethical Behavior

3957 1.0 Communication Skills

3958 Students shall demonstrate sufficient skills in writing and speaking the English language to understand
3959 content presented in the program and complete assignments:

- 3960 a. Students shall produce written documents that communicate clearly, demonstrate correct grammar
3961 and spelling, and adhere to the American Psychological Association (APA) Style.
- 3962 b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to
3963 others.
- 3964 c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for
3965 a student by the UNCP Accessibility Resource Center.

3966 2.0 Interpersonal Skills

3967 Students shall demonstrate the interpersonal skills necessary to relate effectively to other students,
3968 faculty, staff, clients, and professionals. Students are expected to initiate and sustain working
3969 relationships with others, both one-to-one and in groups. In doing so, students shall:

- 3970 a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- 3971 b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal
3972 and non-verbal behaviors.
- 3973 c. Listen to and understand the thoughts, feelings and intentions of others.
- 3974 d. Work effectively with others regardless of their level of authority.
- 3975 e. Advocate for themselves in an appropriate and responsible manner and use proper channels to
3976 resolve conflicts.
- 3977 f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- 3978 g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

3979 3.0 Cognitive Skills

3980 Students are expected to conceptualize and integrate knowledge. At a minimum, students shall
3981 demonstrate the ability to process information and apply information appropriately. In the course of
3982 their studies and training, students are expected to accumulate relevant knowledge from the social,
3983 behavioral and biological sciences and apply that knowledge to professional practice.

3984 4.0 Self Awareness and Judgment of Abilities and Limitations

3985 Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect
3986 their academic and professional performance. Students shall assess how they are perceived by others
3987 and be willing to modify their behavior when such behavior interferes in working with clients and other
3988 professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and
3989 limitations in engaging in specific efforts of professional practice. Students are further expected to seek
3990 and accept supervision and advice when necessary for their academic and professional performance.

3991 5.0 Stress Management Skills

3992 Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic
3993 achievement and professional performance. Such ability includes use of the following skills:

- 3994 a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
3995 b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory
3996 relationships when necessary to support such efforts.

3997 6.0 Skills in Safeguarding Emotional and Mental Functioning

3998 Students are expected to sustain mental and emotional functioning necessary for scholastic
3999 achievement and professional performance. Students shall seek help and support if psychosocial
4000 distress, substance abuse, or mental health issues affect such achievement or performance, or
4001 compromise the best interests of those to whom students have a professional or collegiate
4002 responsibility.

4003 7.0 Ethical Behavior

4004 Students are expected to exhibit a strong commitment to the goals and values of social work and to the
4005 ethical standards of the profession. Students shall be familiar with ethical values and behaviors
4006 appropriate for professional performance as set forth in the following:

- 4007 a. The NASW Code of Ethics
4008 b. The UNCP Student Academic Honor Code
4009 c. The Campus Association of Social Workers' Code of Ethics

4010 In addition, students are expected to present or demonstrate:

- 4011 a. A history free of convictions for offenses contrary to professional practice.
4012 b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and
4013 suspend personal biases during interactions with others. This shall include a comprehension of another's
4014 values and beliefs.
4015 c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with
4016 others. Students in the course of their professional training shall strive to deliver appropriate service to
4017 all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value
4018 system. The student shall not impose personal, religious, or cultural values on others, including clients,
4019 colleagues and other professionals.
4020 d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom
4021 of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
4022 e. Maintenance of confidentiality as it relates to human service, classroom activities, and field
4023 placement.
4024 f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications;
4025 doing one's own work; giving credit for the ideas of others; and providing proper citation of source
4026 materials in all assignments.
4027 g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make
4028 verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty;
4029 abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where

4030 conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social
 4031 Workers' Code of Ethics and the NASW Code of Ethics.

4032 **CLASS AND UNIVERSITY POLICIES**

4033 **The supervisor reserves the right to amend the syllabus as needed depending on work accomplished**
 4034 **and needs of the student.**

4035
 4036 **Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student
 4037 Handbook.

4038
 4039 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 4040 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 4041 community. One of the most important of these standards is academic honesty. You are expected to
 4042 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 4043 the University.

4044
 4045 **Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to
 4046 accommodate all students who must be absent from classes or miss scheduled exams in order to
 4047 observe religious holidays; we must be careful not to inhibit or penalize these students for exercising
 4048 their rights to religious observance. To accommodate students' religious holidays, each student will be
 4049 allowed two excused absences each semester with the following conditions:

- 4050 4. Students, who submit written notification to their instructors within two weeks of the beginning of
 4051 the semester, shall be excused from class or other scheduled academic activity to observe a religious
 4052 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
- 4053 5. Students shall be permitted a reasonable amount of time to make up tests or other work missed due
 4054 to an excused absence for a religious observance.
- 4055 6. Students should not be penalized due to absence from class or other scheduled academic activity
 4056 because of religious observances.

4057 A student who is to be excused from class for a religious observance is not required to provide a second-
 4058 party certification of the reason for the absence. Furthermore, a student who believes that he or she
 4059 has been unreasonably denied an education benefit due to religious beliefs or practices may seek
 4060 redress through the student grievance procedure.

4061 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
 4062 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
 4063 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
 4064 provides sequential topics and experiential activities within a collaborative learning environment that
 4065 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
 4066 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
 4067 and behaviors necessary for social work practice. Experiential activities give students opportunities to
 4068 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
 4069 instructor-student and student-student intellectual exchanges, and peer observation and insights are
 4070 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
 4071 classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation;
 4072 please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is
 4073 defined as presence during the entire period of a scheduled class or course activity or until student has
 4074 completed a specified course activity. For online courses, students are considered to be absent if they
 4075 fail to participate in or complete scheduled course activities. The following are reasons for which

4076 excused absences could possibly be permitted for a class session based on the individual course
 4077 instructor approval:

- 4078 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 4079 2) Short-term illness with immediate medical documentation
- 4080 3) Required appearance in a court of law with documentation
- 4081 4) Required military duty with documentation
- 4082 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 4083 6) ADA/AAA accommodation with documentation

4084
 4085 Course instructors may, at their own discretion, allow other excused absences but are under no
 4086 obligation to do so. In case of an excused absence, students are responsible for all course materials
 4087 covered. The format of any make-up course activity, including examination, will be at the discretion of
 4088 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
 4089 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
 4090 activity.

4091 **Note:** It is paramount that students master the social work practice behaviors required to successfully
 4092 complete their social work program. Any absence in a course, whether excused or unexcused, creates
 4093 gaps in the student's knowledge of course content and minimizes opportunities for experiential
 4094 learning. Students who have a documented disability will be responded to on an individual basis.
 4095 Students are strongly encouraged to use any absences in a well-determined manner.

4096 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 4097 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
 4098 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 4099 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 4100 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 4101 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 4102 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 4103 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 4104 the Student Honor Code. You are also not to use the same assignment in two different classes without
 4105 permission of both instructors.

4106

4107 UNIVERSITY SUPPORT SERVICES

4108

4109 **ADA Statement** Federal laws require UNCP to accommodate students with documented learning,
 4110 physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings,
 4111 academic accommodations are not automatic; to receive accommodations, students must make a
 4112 formal request and must supply documentation from a qualified professional to support that request.
 4113 Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry
 4114 Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain
 4115 confidential. Accommodations cannot be provided retroactively. More information for students about
 4116 the services provided by ARC and the accommodation process may be found at the following link:

4117 <http://www.uncp.edu/arc>

4118

4119 **Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students
 4120 regardless of academic standing or class standing. Participants are matched up with a peer mentor to
 4121 meet for one 30 minute session each week to discuss progress in current classes and help students

4122 further develop their academic skill sets such as time management, test preparation, utilization of
4123 textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's
4124 policies and procedures such as grade replacements and academic appeals. ARMs host regular skill
4125 enhancement workshops that are available to all students, including those not regularly seeing a
4126 mentor. Workshops address specific topics such as understanding your educational expenses, preparing
4127 for your future career, the importance of being involved on campus, and what to do in order to recover
4128 from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or
4129 jennifer.bruner@uncp.edu.

4130 **The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing
4131 process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from
4132 any course or department are welcome to use the Center. Tutors work with students on all types of
4133 writing assignments, including application essays and personal statements. The University Writing
4134 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
4135 should visit <http://www.uncp.edu/writing/>

4136 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
4137 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
4138 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
4139 throughout the social work curriculum. Students may be called upon through exercises, written
4140 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
4141 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
4142 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
4143 *be required to disclose information beyond what is considered by the student to be comfortable and*
4144 *appropriate.*

4145

4146

4147

University of North Carolina at Pembroke
Department of Social Work

COURSE SYLLABUS

SWK 6700: Integrated Health Policy and Services*

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

4155
4156 **I. Course Description and Rationale**
4157 The purpose of this course is to provide intensive study of the evolution of the integration of Primary
4158 Care and Behavioral Health services and to provide an opportunity for synthesis and application of
4159 learning and practice of policy in this service arena. The content of the course reflects the values of the
4160 social work profession and focuses on the role of the "social policy practitioner" in assisting individuals
4161 in the maintenance or attainment of optimal health and mental health, social and economic justice, and
4162 recovery and wellness. Theories related to organizational structure and change within an Integrated
4163 Behavioral Health environment and strategies for practitioners to influence policies and promote change
4164 in the interest of service consumer, agency, and society will be presented. The course will provide the
4165 knowledge and skills necessary for direct involvement in the political and organizational processes used
4166 to influence policy and delivery systems.

4167
4168 **II. Specific Course Objectives**
4169 Demonstrate an understanding the role of social workers and other professional disciplines within an
4170 Integrated Behavioral Healthcare (IBH) environment
4171 • Develop an understanding of the history of health policy in the U.S., and the political, economic and
4172 social forces that have led to the development of our U.S. healthcare system
4173 • Develop an understanding of current models, major issues and trends in IBH
4174 • Demonstrate an understanding of the structure, organization, and funding arrangements of IBH
4175 service delivery systems
4176 • Understand the importance of addressing health disparities in Health Information Systems (HIS)
4177 • Acquire an understanding of the social worker's role in the formation and implementation of policies
4178 within IBH
4179 • Demonstrate advocacy skills with service providers, community organizations, policy makers, and/or
4180 stakeholders related to IBH.

4181
4182 **III. Social Work Practice Competencies and Behaviors**

4183 **Social Work Practice Behaviors**

4184 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. |

4185

4186 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 |
|----|--|

4187

4188 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 |
|----|---|

4189

4190 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. |

4191

4192 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; |
|----|--|

4193

4194

4195

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 |

4196

4197 **Introduction: Being a Person with Chronic Illness and Challenges of Seeking Care (Simulation Exercise)**

4198 The goal of a simulation exercise is for students to take a real life role, address the issues connected to
 4199 that role that they encounter during the simulation, and experience the consequences of the decisions
 4200 that they make. Simulations differ from role plays in their length, and use of goals, barriers to reaching
 4201 those goals, and the context of the task the students must complete. This exercise requires students to
 4202 take on the role of a person who is seeking healthcare insurance under the Affordable Care Act, e.g., a
 4203 single mother with two children whose income is 150% of poverty level, a college student whose
 4204 parents are unemployed and uninsured, or an older adult who qualifies for both Medicaid and
 4205 Medicare. Designate individual students to represent community agencies where the seeking student
 4206 may go to get assistance with obtaining help. Set a time for seeking students to complete their task and
 4207 do a debriefing with agency and seeking students about their experiences.

4208

4209 **V. Assignments**4210 **1. Annotated Bibliography**

4211 Each student will select a major health/mental health policy issue to serve as his/her focus. Potential
 4212 topics are listed below. Each student will need to find at least *8 articles from academic journals*, at least
 4213 *2 from popular press sources* (may be from the web if they also appear in print, such as an article from
 4214 the New York Times), and at least *1 source of information from a national, state, or local non-profit or*
 4215 *governmental organization* that primarily focuses on this topic (may be a webpage or informational
 4216 literature).

- 4217 ▪ Your bibliography will consist of a problem statement, an introduction to the issue, and a
 4218 comprehensive annotated bibliography from a variety of fields.
- 4219 ▪ In your introduction, construct an overview of your identified health policy issue and its
 4220 relationship to the health of the American public.
- 4221 ▪ Describe the incidence and prevalence of the problem.
- 4222 ▪ Include the following parameters: identification of at-risk populations; identification of risk
 4223 factors, causes, known prevention measures; any efficacious evidence-based diagnosis and
 4224 treatment that may or may not be available for the at-risk population and this specific health
 4225 problem.
- 4226 ▪ What situations/barriers exist in the community that prevent elimination or decrease in this
 4227 health problem?

- 4228 ▪ What situations/supports exist in the community that facilitate prevention, elimination or
4229 decrease in this health problem?
4230 ▪ Each annotation will consist of a 1-2 paragraph summary of the article in your own words and a
4231 1-2 paragraph critical discussion of the article which may include how the article fits into the
4232 existing literature, or highlight the major contribution of the article to the literature, or discuss
4233 some element of the methodology or approach used in the article.

4234 Possible topics include: Prescription drug coverage for older adults; the right to die / assisted suicide;
4235 policies related to substance abuse or addiction; mental health parity; policies related to genetic
4236 screening; stem cell research; poverty and child healthcare/health disparities; health insurance
4237 coverage; denial of care; access to care; health reform (any aspect); CLASS Act (part of the ACA); health
4238 disparities; disability policy (health aspects); gun control; obesity; comorbid health/mental health
4239 disorders; inequities in AIDS care (or any other medical/mental healthcare); smoking/drug policies in the
4240 U.S. (or another country); domestic violence policies; healthcare for the incarcerated / the homeless /
4241 for undocumented immigrants; teen pregnancy / reduction policies; reproductive health issues /
4242 women's health issues; innovations in long term care for older adults; environmental health (how the
4243 environment we live in, including infrastructure, affects health and mental health).

4244

4245 **2. Opinion Piece**

4246 Students are to write an opinion piece on their impressions of the Affordable Care Act. Paper should
4247 address their personal opinion of the ACA, what they believe to be true about the Act and their opinion
4248 as to whether or not this is a good law.

4249

4250 **3. Presentation: Interview**

4251 Conduct an interview with a relative who is at least 65 years old. Ask them the following questions and
4252 summarize their answers in your short 10 minute presentation to the class. Goal is for the instructor to
4253 use the presentations to illustrate how the older population deals with their medical issues, Medicare,
4254 insurance coverage and to illustrate a wide variety of opinions about the ACA and the expectations.

- 4255 ▪ How do they pay for their health insurance?
4256 ▪ How much money do they have to spend, during an average month, for out of pocket health
4257 related costs, including co-pays, prescription drugs, over the counter medications/supplies.
4258 ▪ Has there been a time in their lives when they had health insurance and in their opinion was the
4259 coverage better than what they have currently? Have them give a description of the coverage.
4260 ▪ Ask them their opinion of the Affordable Healthcare Act and what they hope to gain because of
4261 its passage.
4262 ▪ If they could fix the healthcare system, what would they do?
4263 ▪ Describe a medical emergency that has occurred in their lives, the condition or medical issue,
4264 the length of time of the recovery, the estimated cost for the medical treatment, any challenges
4265 that happened as a result of the medical emergency and how the medical emergency cost was
4266 paid for by the individual or family member.

4267

4268 **4. Team Presentation: Comparing Health Policies**

4269 Form teams of 2-3 students. Each team is expected to do a comparison between the Affordable Care Act
4270 elements as upheld by the US Supreme Court in its July 2012 decision to one of the countries mentioned
4271 in the charts found in the David Squires Article, *The US Health System in Perspective: A Comparison of*
4272 *Twelve Industrialized Nations*, published by the Commonwealth fund. The teams should identify the top
4273 5 strengths in the ACA and then compare and contrast these 5 strengths to the country's healthcare

4274 policies they have decided to analyze. Student teams will then develop a 15-20 minute presentation for
 4275 the class outlining the similarities and differences and present their findings to the class for discussion.

4276

4277 **5. Public Service Announcement (PSA) Video**

4278 This assignment will be completed in teams of *no more than 3 students*. You can complete it on your
 4279 own, if desired.

4280 By completing this assignment you will:

- 4281 ▪ Be able to use a video camera and digital video editing software
- 4282 ▪ Understand how pen and paper, live visuals, and electronic texts work together to provide
 4283 public information
- 4284 ▪ Display your understanding of theory and information from our class and other resources and
 4285 incorporate these into a practical application

4286 You will be given somewhat limited resources to complete this project, with limited time possibly the
 4287 greatest constraint. Keep your design as simple as possible. Don't be too ambitious.

4288 There will be three components to this project: a digital video, a presentation to the class, and an
 4289 evaluation of the process.

4290 Your ultimate goal is to produce a 1 to 2 minute original video dealing with an important health policy
 4291 topic in a public service announcement type format. Each video will need to either provide information
 4292 on the topic or create a persuasive argument for change. You must create at least some of your own
 4293 material by filming. This may be combined with material available on the internet. The end result must
 4294 contain some film you shot and must be your own creation. Do not use copyrighted material (with an
 4295 exception for music if needed). Do not film anyone without their permission. Do not film on private
 4296 property (unless your own or you have permission). No swearing, no violence.

4297 Steps:

4298 It helps if your topic either matches the topic of your policy paper or is something you know quite a lot
 4299 about, so choose wisely.

4300 Research. Start by thinking about the following questions:

- 4301 ▪ What did you find in your research that surprised you?
- 4302 ▪ How does this information conflict with your beliefs?
- 4303 ▪ How are the facts different that you expected?
- 4304 ▪ How might this issue/problem be solved?
- 4305 ▪ Is there a local or national agency/organization that deals with this issue?

4306

4307 If addressing a specific problem, you may try to ask/address questions that are aimed at finding
 4308 explanations for the problem you are exploring, such as:

- 4309 ▪ How can you explain . . . ?
- 4310 ▪ What steps can you take to find explanations?
- 4311 ▪ What rationale can you give for . . . ?

4312 Or, you may ask imaginative, speculative, and exploratory questions, such as:

4313 What are some ways to promote . . . ?

4314 What would you do if you were in charge?

4315 Can you imagine all the benefits if . . . ?

4316 Plan your project using the PSA Outline. Decide on a "plot." Think about who your target audience is and
 4317 what message you want to communicate. What should your video achieve, and how? Use the

4318 Persuasion Map to plan your storyboard, filling in your Outline as follows:

4319 ▪ Section 1: What type of words should flash across the screen to put across the message or your
4320 *goal*? Think of a catchy phrase or slogan.

4321 ▪ Section 2: How could you discuss the *reasons* in the video? How do you convince people to
4322 listen to your message?

4323 ▪ Section 3: What are your *facts*? How will you share these facts dramatically?

4324 Complete filming and/or compiling of images for your video. Edit to the appropriate length. Include a
4325 credits screen with resources (not included in the time cap).

4326 Present your video on the last day of class. The final video and all worksheets should be burned onto a
4327 CD. Keep in mind that some video formats store the final version in *multiple* files.

4328 During/after the presentations, each student will fill out the Evaluation Rubric (for videos created by
4329 other students) and the Reflecting on the Process sheet (for their own project).

4330 Sources:

4331 Brownstein, David. CAP-Foundations 103 Video Assignment: eWaste Public Service Announcement.

4332 Available: www.brownstein.ca/teaching/103video-assignment.pdf. See example videos at

4333 http://ca.youtube.com/profile_videos?user=capubc.

4334 Kozdras, Deborah. MyTube: Changing the World with Video Public Service Announcements. Available:

4335 [http://www.readwritethink.org/classroom-resources/lesson-plans/mytube-changing-world-with-
4336 1069.html](http://www.readwritethink.org/classroom-resources/lesson-plans/mytube-changing-world-with-1069.html)

4337

4338 **6. Policy Advocacy**

4339 This learning activity involves taking an advocacy position on a particular policy issue, proposing a task
4340 that addresses the issue, and carrying out that activity. This assignment can be done in groups of 4-6 or
4341 as a class. You will:

4342 Choose a current health policy area related to integrated behavioral healthcare that interests you. It can
4343 be at the federal, state, county, local, and/or agency level. Examples include: addressing health literacy
4344 and the ACA, prescription drugs and integrative medicine practices, need for trained health
4345 professionals in rural areas. The policy/issue being targeted must be a social justice issue, either in
4346 relation to a vulnerable population or a social problem.

4347 Write a brief proposal that includes:

- 4348 ▪ Statement of the policy, problem, and/or issue
- 4349 ▪ A historical context of the policy, problem, and/or issue
- 4350 ▪ The significance of the problem or issue to you both personally and professionally
- 4351 ▪ The social justice implications of the problem or issue
- 4352 ▪ The task(s) that you will perform relative to the policy or issue.

4353 Once your proposal is returned and approved by the instructor, carry out the proposed task.

4354 After you perform the task, evaluate its effectiveness in relation to the policy/issue. Write a paper that
4355 includes what you learned by carrying out this task. Attach additional items such as news releases,
4356 letters, legislative testimony, position papers, etc., that you developed.

4357 **VI. EVALUATION OF COURSE OUTCOMES**

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

| | |
|-----------------|--------------|
| Policy Advocacy | |
| | TOTAL |
| | 100 |

4358

4359 Final grades will be based on the following scale:

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

4360

4361

4362

vii. **INSTRUCTIONAL METHODS**

4363

4364 This course is supported via the “Blackboard” website. Methods of instruction may include lecture-
 4365 discussion, simulation exercises, homework, webinars, and assigned readings. It is the responsibility of
 4366 the student to carefully read and understand the syllabus and all distributed assignments and materials.
 4367 Consistently check Blackboard Learning Modules for weekly materials and activities.

4368

4369 Instructor response time and feedback to assignments will take place within a 72-hour period (during
 4370 the business week, Monday-Friday) of the submission of the assignment. Students can visit My
 4371 Grades/Grade Center in Blackboard to locate instructor feedback and/or grading.

4372

4373

VIII. CLASS AND UNIVERSITY POLICIES

4374

4375 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 4376 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 4377 community. One of the most important of these standards is academic honesty. You are expected to
 4378 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 4379 the University.

4380

4381 **Religious Holiday Policy Statement:** The University of North Carolina at Pembroke has a legal and moral
 4382 obligation to accommodate all students who must be absent from classes or miss scheduled exams in
 4383 order to observe religious holidays; we must be careful not to inhibit or penalize these students for
 4384 exercising their rights to religious observance. To accommodate students’ religious holidays, each
 4385 student will be allowed two excused absences each semester with the following conditions:

4386

1. Students, who submit written notification to their instructors within two weeks of the
 4387 beginning of the semester, shall be excused from class or other scheduled academic activity to
 4388 observe a religious holy day of their faith. Excused absences are limited to two class sessions
 4389 (days) per semester.

4390

2. Students shall be permitted a reasonable amount of time to make up tests or other work
 4391 missed due to an excused absence for a religious observance.

4392

3. Students should not be penalized due to absence from class or other scheduled academic
 4393 activity because of religious observances.

4394

A student who is to be excused from class for a religious observance is not required to provide a second-
 4395 party certification of the reason for the absence. Furthermore, a student who believes that he or she has
 4396 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
 4397 through the student grievance procedure.

4398

Absences for University-Sanctioned Events: If a student is representing the University in an official
 4399 capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics,
 4400 band) at an official University-sanctioned event, that absence shall be excused. Students are responsible

4401 for all coursework missed and must make up the work within three university business days after the
 4402 student returns to campus. Any student who anticipates missing more than 15% of the course should
 4403 not enroll in the course without prior approval from the instructor.

4404 It is the responsibility of the student to communicate with the professor or instructor about classes
 4405 missed for any reason, including University sanctioned events. Students must provide official
 4406 documentation of proposed University-sanctioned events that will result in excused absences during the
 4407 first week of each semester. Prior written documentation must be provided for each excused absence.

4408 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
 4409 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
 4410 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
 4411 provides sequential topics and experiential activities within a collaborative learning environment that
 4412 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
 4413 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
 4414 and behaviors necessary for social work practice. Experiential activities give students opportunities to
 4415 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
 4416 instructor-student and student-student intellectual exchanges, and peer observation and insights are
 4417 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
 4418 classes (unless an exemption is provided to a student with a disability as an ADA accommodation; please
 4419 contact Accessibility Resource Center at 910-521-6695 for eligibility for services).

4420 Attendance is defined as presence during the entire period of a scheduled class or course activity or
 4421 until student has completed a specified course activity. For online courses, students are considered to
 4422 be absent if they fail to participate in or complete scheduled course activities. In this course, such as
 4423 missing a self-check, journal entry, blog, or quiz represents an absence resulting in a 1-point deduction
 4424 for lack of course participation. The following are reasons for which excused absences could possibly be
 4425 permitted for a class session based on the individual course instructor approval:

- 4426
- 4427 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
 - 4428 2) Short-term illness with immediate medical documentation
 - 4429 3) Required appearance in a court of law with documentation
 - 4430 4) Required military duty with documentation
 - 4431 5) Participation in a University-sponsored activity (prior approval of instructor is required)
 - 4432 6) ADA accommodation with documentation

4433

4434 Course instructors may, at their own discretion, allow other excused absences but are under no
 4435 obligation to do so. In case of an excused absence, students are responsible for all course materials
 4436 covered. The format of any make-up course activity, including examination, will be at the discretion of
 4437 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
 4438 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
 4439 activity.

4440 **Note:** It is paramount that students master the social work practice behaviors required to
 4441 successfully complete their social work program. Any absence in a course, whether excused or
 4442 unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for
 4443 experiential learning. Students who have a documented disability will be responded to on an individual
 4444 basis. Students are strongly encouraged to use any absences in a well-determined manner.

4445 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 4446 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and

4447 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 4448 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 4449 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 4450 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 4451 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 4452 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 4453 the Student Honor Code. You are also not to use the same assignment in two different classes without
 4454 permission of both instructors.

4455 IX. ONLINE LEARNING

4456
 4457 Distance learning is self-directed. It requires a high level of individual responsibility, dedication, and self-
 4458 discipline on the part of the student. In this course, each student is responsible for one's own work,
 4459 progress, and success. In order to succeed, it is recommended that each student adhere to the
 4460 following:

- 4461
 4462 1. Attend all weekly online class activities, including responses to discussion-based activities
 4463 and timely submission of assignments.
- 4464 2. Back up every piece of work completed on disk and make a hard copy. If a student
 4465 experiences personal computer challenges, the student is responsible for resolving one's
 4466 own technical challenges. Do not contact the course instructor to resolve personal computer
 4467 difficulties. Heavy internet use occurs during the evening hours of 8-10pm. Consider logging
 4468 on at other times if possible.
- 4469 3. Late Work: Each week's work must be completed by the date specified in the syllabus and
 4470 learning modules. Late submissions either receive decreased or no credit based on the
 4471 assignment.
- 4472 4. Every student is expected to participate on the electronic discussion as assigned. Also, postings
 4473 should be meaningful, represent critical thinking, integrate course learning, and enhance the
 4474 discussion. Plagiarized work receives zero points and possible failure of the course. Always cite works
 4475 from other sources in APA Style format.
- 4476 5. Attendance: Attendance is determined by timely completion of quizzes, tests, and assignments.
 4477 Failure to complete the weekly work by "no later than" dates will be considered as an absence.
 4478 Computers do crash yet this is not a legitimate reason to "miss" class by not submitting assignments
 4479 as due. It is the student's responsibility to ensure access to a computer with internet connection,
 4480 access to Blackboard, and alternate computer options during computer challenges.
- 4481 6. Disappearing: No communication from a student during discussion-based assignments means the
 4482 student has left the class. There can be **no Incompletes** in this course, as discussion-based
 4483 assignments cannot be recreated.

4484
 4485 **Netiquette (network etiquette)** At all times, course communication with fellow students and the
 4486 instructor are to be professional and courteous. It is expected that all work and forms of communication
 4487 are proof read. If new to online learning or need a netiquette refresher, please view the guide titled, [The](#)
 4488 [Core Rules of Netiquette](#).

4489 **Email/Communication Procedures** Several assignments will be submitted via Blackboard. Students may
 4490 send an extra copy of written assignments via email just as an extra precaution. All files must be saved
 4491 as Microsoft Word documents, other formats will not be accepted.

4492 **General Email** When sending email to the course instructor, the student must identify oneself fully by
 4493 name and class through the university email account only (personal accounts such as yahoo, gmail, etc.
 4494 are not acceptable and may not receive a response from the course instructor). Apply the netiquette
 4495 methods in all email messages. The course instructor will check emails periodically and respond within
 4496 48 hours during the business week (Monday through Friday). Emails submitted on Fridays will receive a
 4497 response within 48 hours during the next business week (Monday or Tuesday). Email is the best method
 4498 of contacting the course instructor. Phone message contacts will receive responses within the same
 4499 timeframes as noted for email contacts.

4500
 4501 **Student-created Materials on the Online System** The instructor may require students to post their own
 4502 work (i.e. blog postings) or, with the student's permission, may post a student's work on the online
 4503 course site. Student work will be retained in the course site beyond the duration of the term until
 4504 expiration from the Blackboard site. As the site will eventually expire, students are encouraged to save
 4505 any copies of their work.

4506
 4507 **UNIVERSITY SUPPORT SERVICES**

4508
 4509 **ADA Statement:** Federal laws require UNCP to accommodate students with documented learning,
 4510 physical, chronic health, psychological, visual or hearing disabilities.

4511 In post-secondary school settings, academic accommodations are not automatic; to receive
 4512 accommodations, students must make a formal request and must supply documentation from a
 4513 qualified professional to support that request. Students who believe they qualify must contact the
 4514 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
 4515 accommodation process. All discussions remain confidential. Accommodations cannot be provided
 4516 retroactively. More information for students about the services provided by ARC and the
 4517 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

4518 **Alternative Format Statement:** This publication is available in alternative formats upon request. Please
 4519 contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

4520 **Academic Resource Mentoring** in the Academic Support Center supports the UNV 1100 course and
 4521 provides mentoring to any student, addressing their unique academic concerns to guide them in
 4522 achieving their personal academic goals; contact jennifer.bruner@uncp.edu or 910-775-4391.

4523 **NC-HCAP:** Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to
 4524 students seeking to be employed in healthcare through test preparation workshops, course tutoring,
 4525 guidance during the application process for healthcare programs, job shadowing, internships, and
 4526 advisement; contact hcap@uncp.edu or 910-521-6673.

4527 **The Resource Learning Lab:** in the Academic Support Center offers 1) computer based, self-paced
 4528 tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such
 4529 as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available
 4530 to all students; contact mark.hunt@uncp.edu or 910-775-4393.

4531 **Striving Toward Academic Recovery:** The STAR program in the Academic Support Center is intended for
 4532 students who are returning from an academic and/or financial aid suspension, assisting them to get back
 4533 on track academically so that they can be successful at UNCP; contact courtney.walters@uncp.edu or
 4534 910-775-4408.

4535 **TRIO programs:** This federally-funded office provides eligible students with one-on-one and group
 4536 tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and
 4537 B; contact trioprograms@uncp.edu or 910-521-6242.

4538 **Transfer Transition Office:** The Transfer Transition Office, located in Jacobs Hall Suite H, provides
 4539 student support services and academic resources for students transferring from community colleges and
 4540 other institutions of higher education to the campus of UNC Pembroke; contact
 4541 transfer.transition@uncp.edu or 910-521-6269.

4542 **Tutoring:** The tutoring program of the Academic Support Center helps students achieve their academic
 4543 goals by offering group or individual tutoring in all General Education and many upper-level courses.
 4544 Students can sign up at www.uncp.edu/asc/study/tutoring_request.html or contact
 4545 jennifer.mcneill@uncp.edu or 910-775-4311.

4546 **The University Writing Center:** The University Writing Center, located in D.F. Lowry 308 and available
 4547 online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek
 4548 assistance with written assignments at any stage during the writing process, from brainstorming ideas to
 4549 drafting, revising, and editing.

4550 **A Note about Self-Disclosure:** The social worker uses the self as a tool in the helping process and must
 4551 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
 4552 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
 4553 throughout the social work curriculum. Students may be called upon through exercises, written
 4554 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
 4555 in order to assess their effect on future worker/client interactions. *Although students are encouraged,*
 4556 *assisted, and expected to engage in the process of self-exploration and personal growth, no student will*
 4557 *be required to disclose information beyond what is considered by the student to be comfortable and*
 4558 *appropriate.*

4559

4560

Reading List

4561

Module 1: Need for Integrated Behavioral Healthcare in the United States

Required Reading

4564 Capoccia, V.A., Grazier, K.L., Toal, C., Ford, J.H., & Gustafson, D.H. (2012). Massachusetts's
 4565 experience suggests coverage alone is insufficient to increase addiction disorders treatment.
 4566 *Health Affairs*, 31(5), 1000-1008.

4567 Gawande, A. (2011, January 24). The hot spotters: Can we lower medical costs by giving the
 4568 neediest patients better care? *The New Yorker*.

4569 Kathol, R.G., Butler, M., McAlpine, D., & Kane, R.L. (2010). Barriers to physical and mental
 4570 condition integrated service delivery. *Psychosomatic Medicine*, 72, 511-518.

4571 Katon, W., Russo, J., Lin, E.H.B., et al. (2012). Cost-effectiveness of a multicondition collaborative
 4572 care intervention. *Archives of General Psychiatry*, 69(5), 506-514.

4573 Institute of Medicine (2001). *Crossing the quality chasm*. Washington, DC: National Academy Press.

4574 Mechanic, D., & McAlpine, D.D. (2011). Sociology of healthcare reform: Building on research and
 4575 analysis to improve healthcare. *Journal of Health and Social Behavior*, 51(S), S147-S159.

4576 Nocon, R.S., Sharma, R., Birnberg, J.M., Ngo-Metzger, Q., Lee, S.M., & Chin, M.H. (2012).

4577 Association between patient-centered medical home rating and operating cost at federally
 4578 funded health centers. *JAMA*, 308(1), 60-66.

4579 Reeves, W.C., Strine, T.W., Pratt, L.A., et al. (2011). *Mental Illness Surveillance Among Adults in*
 4580 *the United States, Supplements 60(3)*, 1-32. Retrieved from:

4581 http://www.cdc.gov/mmwr/preview/mmwrhtml/su6003a1.htm?s_cid=su6003a1_w.

4582 Frontline (PBS). (2009). *Sick around America*. (55 minutes). Retrieved from:

4583 <http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/>

4584 Williams, J.W. (2012). Integrative care: What the research shows. *North Carolina Medical Journal*,
4585 73(3), 205-206.

4586

4587 **Module 2: Integrated Behavioral Health Models**

4588 **Required Reading**

4589 Corrigan, P., & Watson, A. (2003). Factors that explain how policy makers distribute resources to
4590 mental health services. *Psychiatric Services*, 54(4), 501-507.

4591 Engle, G. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196,
4592 129-136.

4593 Gagne, C., White, W., & Anthony, W. (2007). Recovery: A common vision for the field of mental
4594 health and addictions. *Psychiatric Rehabilitation Journal*, 31(1), 32-37.

4595 Ludwig, A. (1975). The psychiatrist as physician. *JAMA*, 234(6), 603-604.

4596 Koh, H., & Sebelius, K. (2010). Promoting prevention through the affordable care act. *New England
4597 Journal of Medicine*, 363(14), 1296-1299.

4598 Manderscheid, R., Ryff, C., Freeman, E., McKnight-Elly, L., Dhingra, S., & Strine, T. (2010).
4599 Evolving definitions of mental illness and wellness. *Preventing Chronic Disease*, 7(1), 1-6.

4600 Mauer, B., & Druss, B. (2010). Mind and body reunited: Improving care at the behavioral and
4601 primary healthcare interface. *The Journal of Behavioral Health Services & Research*, 37(4), 529-
4602 542.

4603 United States Department of Health and Human Services Substance Abuse Mental Health Services
4604 Administration. (2004). *National Consensus Statement on Mental Health Recovery*. Retrieved
4605 from: <http://store.samhsa.gov/shin/content//SMA05-4129/SMA05-4129.pdf>

4606 Wagner, E., Austin, B., & Von Korff, M. (1996). Organizing care for patients with chronic illness.
4607 *The Milbank Quarterly*, 74(4), 511-544.

4608

4609 **Module 3: Legislative Background**

4610 **Required Reading**

4611 Code of Federal Regulations, 42 CFR, Part 2. Retrieved from:

4612 http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&tpl=/ecfrbrowse/Title42/42cfr2_main_02.t
4613 [pl](#)

4614 Conover, L.O. (2002). Tarasoff vs. California Board of Regents. *Public health law and ethics: A
4615 reader*. Retrieved from: <http://www.publichealthlaw.net/Reader/docs/Tarasoff.pdf>

4616 Department of Health and Human Services. (2012). *HS settles HIPAA case with BCBST for \$1.5
4617 million*. Retrieved from: <http://www.hhs.gov/news/press/2012pres/03/20120313a.html>

4618 Department of Health and Human Services. (2012). *HIPAA regulations*. Retrieved from:
4619 http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&tpl=/ecfrbrowse/Title45/45cfr164_main_02
4620 [.tpl](#)

4621 Department of Health and Human Services. (2009). *The Health Information Technology for
4622 Economic and Clinical Health Act*. Retrieved from: [http://www.hipaasurvivalguide.com/hitech-
4623 act-text.php](http://www.hipaasurvivalguide.com/hitech-act-text.php)

4624 Tarasoff vs. Regents of the University of California. (1976). In Lawrence O. Gostin, *Public
4625 health law and ethics: A reader*. Retrieved from:
4626 <http://www.publichealthlaw.net/Reader/docs/Tarasoff.pdf> National Federation of Independent
4627 Business et al. v. Sebelius, Secretary of Health and Human Services, et al. No. 11-393. (2012).
4628 Retrieved from: <http://www.supremecourt.gov/opinions/11pdf/11-393c3a2.pdf>

4629 Conner, C. (March 15, 2012). Healthcare wasn't broken. *Los Angeles Times*. Retrieved from:

- 4630 <http://articles.latimes.com/2012/mar/15/opinion/la-oe-conover-health-myths-20120315>
- 4631 McDonough, J.E. (2011). *Inside national health reform*. Millbank Memorial Fund, University of
4632 California Press.
- 4633 Squires, D. A. (2011). *The U.S. health system in perspective: A comparison of twelve*
4634 *industrialized nations*. The Commonwealth Fund. Retrieved from:
4635 <http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2011/Jul/1532>
4636 [Squires US hlt sys comparison 12 nations intl brief v2.pdf](http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2011/Jul/1532/Squires_US_hlt_sys_comparison_12_nations_intl_brief_v2.pdf)
- 4637 Frank, Richard G. and Sherry Glied. (2006). Changes in mental health financing since 1971:
4638 Implications for policymakers and patients. *Health Affairs*, 25(3), 601-613.
- 4639 Kaiser Family Foundation. (2011). "History of Health Reform Efforts in the US." Retrieved
4640 from: <http://healthreform.kff.org/flash/health-reform-new.html>.
- 4641 Light, Donald W. (2011). Historical and comparative reflections on the US national health
4642 insurance reforms. *Social Science & Medicine*, 72, 129-132.
- 4643 Mechanic, D. (2007). Mental health services then and now. *Health Affairs*, 26(6), 1548–1550.
4644
- 4645 **Module 4: Patient Protection and Affordable Care Act**
- 4646 **Required Reading**
- 4647 The National Association of Social Workers. (Fall 2011). Accountable care organizations (ACOs):
4648 Opportunities for the social work profession. *Practice Perspectives*. Retrieved September 25,
4649 2012 from
4650 [http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunit](http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunities%20for%20SWers.pdf)
4651 [ies%20for%20SWers.pdf](http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunities%20for%20SWers.pdf)
- 4652 Health Policy Brief: Accountable Care Organizations. (2010). *Health Affairs*, July 27, 2010.
4653 Retrieved September 25, 2012 from
4654 http://www.healthaffairs.org/healthpolicybriefs/brief.php?brief_id=23
- 4655 The National Association of Social Workers. (2011). The medical home model: What is it and how
4656 do social workers fit in? *Practice Perspectives*, 10.
- 4657 Agency for Healthcare Research and Quality. (2010). The roles of patient-centered medical homes
4658 and accountable care organizations in coordinating patient care. *AHRQ Publication*, No. 11-
4659 M005-EF. Rockville, MD.
- 4660 Alakeson V., Frank F.G., & Katz R.E. (2010). Specialty care medical homes for people with severe,
4661 persistent mental disorders. *Health Affairs*, 29(5), 867-873.
- 4662 Alexander, L. (2011). *Partnering with health homes and accountable care organizations:*
4663 *Considerations for mental health and substance use providers*. Washington, DC: National Council
4664 for Community Behavioral Healthcare.
- 4665 Buck, J.A. (2011). The looming expansion and transformation of public substance abuse treatment
4666 under the Affordable Care Act. *Health Affairs*, 30(8),1402-10.
- 4667 Druss, B. & Maurer, B. (2010). Healthcare reform and care at the behavioral health—primary care
4668 interface. *Psychiatric Services*, 61, 1087-1092.
- 4669 Golden, R.L. (2011). Coordination, integration and collaboration: A clear path for social work in
4670 healthcare reform. *Congressional Briefing on the Implications of Healthcare Reform for the*
4671 *Social Work Profession*, Washington, DC.
- 4672 Kilo, C., & Wasson, J. (2010). Practice redesign and the patient-centered medical home: History,
4673 promises, and challenges. *Health Affairs*, 29(5), 773-777.
- 4674 Kirk, M. (2010). *Obama's deal*. Frontline. Arlington, VA: Public Broadcasting Company. Retrieved
4675 from: <http://www.pbs.org/wgbh/pages/frontline/obamasdeal/>

- 4676 National Council for Community Behavioral Healthcare. (2010). *Substance use disorders and the*
 4677 *person-centered healthcare home*. Washington, DC: Author.
- 4678 Patient-Centered Primary Care Collaborative (2009). *Proof in Practice: A compilation of medical*
 4679 *home pilot and demonstration projects*. Washington, DC: Author
- 4680 Reiss-Brennan, B., Briot, P. C., Savitz, L. A., Cannon, W., & Staheli, R. (2010). Cost and quality
 4681 impact of Intermountain's mental health integration program. *Journal Of Healthcare*
 4682 *Management / American College Of Healthcare Executives*, 55(2), 97-113.
- 4683 Tataw, D., James, F., Bazargan, S. (2009). The preventive health education and medical home
 4684 project: A predictive and contextual model for low-income families. *Social Work in Public Health*.
 4685 24(6), 491-510.
- 4686 The Henry J. Kaiser Family Foundation (2010). *Focus on healthcare reform: A summary of the new*
 4687 *health reform law*. Menlo Park, CA: Author.
- 4688 Vest, J. R., Bolin, J. N., Miller, T. R., Gamm, L. D., Siegrist, T. E., & Martinez, L. E. (2010).
 4689 Review: Medical homes: "Where you stand on definitions depends on where you sit". *Medical*
 4690 *Care Research and Review*, 67(4), 393-411.

4691

4692 **Module 5: Integrated Behavioral Health & Disparities**4693 **Required Reading:**

- 4694 Adler, N. E., & Rehkopf, D. H. (2008). U.S. disparities in health: Descriptions, causes, and
 4695 mechanisms. *Annual Review of Public Health*, 29, 235-52.
- 4696 Andrulis et al. (2010). Patient protection and ACA of 2010: Advancing health equity for racially and
 4697 ethnically diverse populations, Retrieved from:
 4698 [http://www.jointcenter.org/sites/default/files/upload/research/files/Patient%20Protection%20](http://www.jointcenter.org/sites/default/files/upload/research/files/Patient%20Protection%20and%20Affordable%20Care%20Act.pdf)
 4699 [and%20Affordable%20Care%20Act.pdf](http://www.jointcenter.org/sites/default/files/upload/research/files/Patient%20Protection%20and%20Affordable%20Care%20Act.pdf)
- 4700 Ruffin, J. (2011). *Fiscal Year 2012 Budget Request. National Institute of Mental Health and Health*
 4701 *Disparities*. Retrieved from:
 4702 http://www.nimhd.nih.gov/about_ncmhd/Congressional%20Testimony%20%205-11-11.pdf
- 4703 Community Partnerships for Older Americans. (2011). *Health disparities*. Retrieved from:
 4704 [http://www.partnershipsforolderadults.org/resources/levelthree.aspx?sectionGUID=f59d8a94-](http://www.partnershipsforolderadults.org/resources/levelthree.aspx?sectionGUID=f59d8a94-bd5f-464e-80bb-0c27eadc4566)
 4705 [bd5f-464e-80bb-0c27eadc4566](http://www.partnershipsforolderadults.org/resources/levelthree.aspx?sectionGUID=f59d8a94-bd5f-464e-80bb-0c27eadc4566)
- 4706 Frederick-Goldsen, K., et al. (2011). The aging and health report: Disparities and resilience among
 4707 LGBT older adults. Retrieved from:
 4708 http://www.lgbtagingcenter.org/resources/pdfs/LGBT%20Aging%20and%20Health%20Report_f
 4709 [inal.pdf](http://www.lgbtagingcenter.org/resources/pdfs/LGBT%20Aging%20and%20Health%20Report_f)
- 4710 Healthy People 2020. (2010). *Disparities*. Retrieved from:
 4711 <http://healthypeople.gov/2020/about/DisparitiesAbout.aspx>
- 4712 Kataoka, et al. (2002). Unmet need for mental healthcare among U.S. children: Variation by ethnicity
 4713 and insurance status. *American Journal of Psychiatry*, 159(9), 1548-1555.
- 4714 National Council of La Raza. (2006). *Critical disparities in Latino mental health: White paper*.
 4715 Retrieved from: [http://www.csulb.edu/centers/latinohealth/WP-Latino%20Mental%20Health-](http://www.csulb.edu/centers/latinohealth/WP-Latino%20Mental%20Health-FNL.PDF)
 4716 [FNL.PDF](http://www.csulb.edu/centers/latinohealth/WP-Latino%20Mental%20Health-FNL.PDF).
- 4717 Miranda et al. (2008). Mental health in the context of health disparities. *American Journal of*
 4718 *Psychiatry*, 165(9), 1102-1108.
- 4719 Agency for Healthcare Research and Quality. (2011). *National Healthcare Disparities Report 2011*,
 4720 Rockville, MD: AHRQ Publication. Retrieved from:
 4721 <http://www.ahrq.gov/qual/nhdr11/nhdr11.pdf>

- 4722 Ortega, A. (2009). “. . . And healthcare for all: Immigrants in the shadow of the promise of universal
4723 healthcare.” *American Journal of Law and Medicine*, 35(1): 185-204.
- 4724 Reschovsky, J. D., & O’Malley, A. S. (2008). Do primary care physicians treating minority patients
4725 report problems delivering high quality care? *Health Affairs*, 26(3), 222-231.
- 4726 Smedley, B. D, Stith, A. Y., & Nelson, A. R. (Eds.). (2002). *Unequal treatment: Confronting racial
4727 and ethnic disparities in healthcare*. Washington, DC: National Academies Press.

4728

4729 **Module 6: Funding for Integrated Behavioral Health Services**

4730 **Required Reading**

- 4731 Berwick, D. M., Nolan, T. W., & Whittington, J. (2008). The triple aim: Care, health, and cost.”
4732 *Health Affairs*, 27(3), 759-769.
- 4733 Croft, B., & Parish, S. (2011). Care Integration in the Patient Protection and Affordable Care Act:
4734 Implications for Behavioral Health. *Administration and Policy in Mental Health and Mental
4735 Health Services Research*, 1-6.
- 4736 Hamblin, A., Verdier, J., & Au, M. (2011). State options for Integrating Physical and Behavioral
4737 Healthcare. *Integrated Care Resource Center. Technical Assistance Brief*, 1-12.
- 4738 Lieberman, S., & Bertko, J. (2011). Building regulatory and operational flexibility into accountable
4739 care organizations and “shared savings.” *Health Affairs*, 30(1), 23-31.
- 4740 Mechanic, D. (2012). Seizing opportunities under the Affordable Care Act for transforming the
4741 mental health and behavioral health system. *Health Affairs*, 31(2), 376-382.
- 4742 Neuman, T. “Medicare and Health Reform” (19 minutes, July 2010). Retrieved from:
4743 <http://kaiseredu.org/tutorials/Medicare-and-health-reform/player.html>.
- 4744 Sommers, B., Tomasi, M., Swartz, K., & Epstein, A, (2012). Reasons for the wide variation in
4745 Medicaid participation rates among states hold lessons for coverage expansion in 2014. *Health
4746 Affairs*, 31(5), 909-919.

4747

4748 **Module 7: Implementing Integrated Behavioral Health**

4749 **Required Reading**

- 4750 Aarons, M., Sommerfeld, D., & Willging, C. (2011). The soft underbelly of system change: The role
4751 of leadership and organization climate in turnover during statewide behavioral health reform.
4752 *Psychological Services*, 8(4), 269-281.
- 4753 Begley, C. E., Hickey, J. S., Ostermeyer, B., Teske, L. A., Vu, T., Wolf, J., & Rowan, P. J. (2008).
4754 Best practices: Integrating behavioral health and primary care: The Harris county community
4755 behavioral health program. *Psychiatric Services*, 59(4), 356-8.
- 4756 Bronstein, L.R. (2003). A Model for Interdisciplinary Collaboration. *Social Work*. 48(3). pp. 297-
4757 306.
- 4758 Butler, M., Kane, R. L., McAlpine, D., Kathol, R. G., Fu, S. S., Hagedorn, H. & Wilt, T. J. (2008).
4759 Integration of mental health/substance abuse and primary care no. 173. AHRQ Publication No.
4760 09-E003. Rockville, MD: Agency for Healthcare Research and Center for Healthcare Strategies
4761 (n.d.) *Lessons for health homes identified through the Chronic Illness Demonstration Project
4762 Learning Collaborative*. Retrieved from:
4763 [http://www.health.ny.gov/health_care/medicaid/program/medicaid_health_homes/docs/02-
4764 24-2012_cidp_lessons_learned_CIDP.pdf](http://www.health.ny.gov/health_care/medicaid/program/medicaid_health_homes/docs/02-24-2012_cidp_lessons_learned_CIDP.pdf)
- 4765 Center for Rehabilitation and Recovery. (2012). *What consumers need to know about health homes*.
4766 New York, NY: Coalition for Behavioral Health Agencies.
- 4767 Druss B.G., Zhao, L., von Esenwein, S.A., Bona, J.R., Fricks, L., Jenkins-Tucker, S., Sterling, E.,

- 4768 Diclemente, R., & Lorig, K. (2010). The Health and Recovery Peer (HARP) Program: A peer-led
 4769 intervention to improve medical self-management for persons with serious mental illness.
 4770 *Schizophrenia Research*, 118(1-3), 264-70.
- 4771 Druss, B. G., Von Esenwein, S. A., Compton, M. T., Rask, K. J., Zhao, L., & Parker, R. M. (2010). A
 4772 randomized trial of medical care management for community mental health settings: The
 4773 primary care access, referral, and evaluation (PCARE) study. *American Journal of Psychiatry*,
 4774 167(2), 151-159.
- 4775 Green, L., Ottoson, J., Garcia, C., & Hiatt, R. (2009). Diffusion theory and knowledge dissemination,
 4776 utilization, and integration in Public Health. *Annual Review of Public Health*, 30, 151-174.
- 4777 Madras, B. K., Compton, W. M., Avula, D., Stegbauer, T., Stein, J. B., & Clark, H. W. (2009).
 4778 Screening, brief interventions, referral to treatment (SBIRT) for illicit drug and alcohol use at
 4779 multiple healthcare sites: Comparison at intake and 6 months later. *Drug and Alcohol*
 4780 *Dependence*, 99(1-3), 280-295.
- 4781 Mauch, D. (2011). *Implementing mental health and substance abuse integration: Drivers and*
 4782 *consideration*. Presentation at the 2011 National Association of State Mental Health Program
 4783 Directors Meeting.
- 4784 Miller B. F., Kessler R., Peek C. J., & Kallenberg, G. A. (2011). *A national agenda for research in*
 4785 *collaborative care: Papers from the collaborative care research network research development*
 4786 *conference*. AHRQ Publication No. 11-0067. Rockville, MD: Agency for Healthcare Research and
 4787 Quality.
- 4788 Molfenter, T., Capoccia, V., Boyle, M., & Sherbeck, C. (2011). The readiness of addiction treatment
 4789 agencies for healthcare reform. *Substance Abuse Treatment, Prevention, and Policy*, 7(16).
- 4790 Nutting, P., Crabtree, B., Miller, W., Strange, K., Stewart, E., & Jaen, C. (2011). Transforming
 4791 physician practice to patient-centered medical homes: Lessons from the National
 4792 Demonstration Project. *Health Affairs*, 30(3), 439-445.
- 4793 Patti, R. (1974). Organizational resistance: The view from below. *Social Service Review*, 48(3), 367-
 4794 383.
- 4795 Peikes, D., Zutshi, A., Genevro, J., Smith, K., Parchman, M., & Meyers, D. (2012). *Early evidence*
 4796 *on the patient-centered medical home*. AHRQ Publication No. 12-0020-EF. Rockville, MD: Agency
 4797 for Healthcare Research and Quality.
- 4798 SAMSHA-HRSA Center for Integrated Health Solutions (2012). *Behavioral Health Homes for*
 4799 *People with Mental Health & Substance Use Conditions: The Core Clinical Features*. Washington,
 4800 DC: Author.
- 4801 Tondora, J., Pocklington, S., Gorges, A., Osher, D., & Davidson, L. (2005). *Implementation of*
 4802 *person-centered care and planning. From policy and practice to evaluation*. Washington, DC:
 4803 Substance Abuse and Mental Health Services Administration.
- 4804 Torres T. (2009). *A Model for Self-Management Support in the Patient-Centered Medical Home*.
 4805 Grand Blanc, MI: Genesys Health Network. Retrieved from:
 4806 www.genesys.org/GRMCWeb.nsf/HealthWorks_Overview.pdf.
- 4807 Unützer J., Katon, W., Callahan, C. M., Williams, J. W., Jr., Hunkeler, E., Harpole, L., et al. (2011).
 4808 Collaborative-care management of late-life depression in the primary care setting. *JAMA*,
 4809 288(22):2836-45.
- 4810 Alcoholics Anonymous World Services, Inc. (1976). *Questions and Answer on Sponsorship*, New
 4811 York: The A. A. Grapevine, Inc. Retrieved from [http://www.aa.org/pdf/products/p-](http://www.aa.org/pdf/products/p-15_Q&AonSpon.pdf)
 4812 [15_Q&AonSpon.pdf](http://www.aa.org/pdf/products/p-15_Q&AonSpon.pdf)
- 4813 Centers for Disease Control and Prevention. (2011). *Community Health Workers/Promotores de*

- 4814 *Salud: Critical Connections in Communities*. Retrieved from:
 4815 <http://www.cdc.gov/diabetes/projects/comm.htm>
 4816 Center for Substance Abuse Treatment. (2009). *What are peer recovery supports?* HHS Publication
 4817 no. (SMA) 09-4454, Rockville MD: Substance Abuse Mental Health Services Administration, US
 4818 Department of Health and Human Services.
 4819 Integrated Care Resource Center. (2012). *Low cost, low administrative burden ways to better*
 4820 *integrate care for Medicare-Medicaid enrollees*, Technical Assistance Brief. Retrieved from:
 4821 [http://www.chcs.org/usr_doc/ICRC - Low Cost Approaches to Integration FINAL.pdf](http://www.chcs.org/usr_doc/ICRC_-_Low_Cost_Approaches_to_Integration_FINAL.pdf)
 4822 Klein, S., McCarthy, D. (2012). *Gundersen Lutheran Health System: Performance Improvement*
 4823 *Through Partnership*. The Commonwealth Fund, pub. 1307, Vol. 28. Retrieved September 25,
 4824 2012 from <http://www.commonwealthfund.org>
 4825 Agency for Healthcare Research and Quality (AHRQ). (2010). *Health navigators, support self-*
 4826 *management with primary care patients, leading to improved behaviors and lower utilization*.
 4827 Retrieved from: <http://www.innovations.ahrq.gov/content.aspx?id=2905>
 4828 Meyers, D., Peikes, D., Dale, S., Lundquist, E., & Genevro, J. (2011). Improving evaluations of the
 4829 medical home. *AHRQ Publication No. 11-0091*. Rockville, MD: Agency for Healthcare Research
 4830 and Quality.
 4831 Sullivan, W. P. (2006). Mental health leadership in a turbulent world. In J. Rosenberg & S. Rosenberg (Eds.), *Community mental health: Challenges for the 21st Century* (pp. 247-257). New York: Routledge.
 4832
 4833
 4834 Aston, S. J. et al. (2012). Interprofessional education: A review and analysis of programs from three
 4835 academic health centers. *Academic Medicine*, 87(7), 949-955.
 4836 Canadian Interprofessional Health Collaborative. (2010). *A national interprofessional competency*
 4837 *framework*. Vancouver, BC: Canadian Interprofessional Health Collaborative. Retrieved from:
 4838 <http://www.cihc.ca/resources/publications>.
 4839 Institute of Medicine. (2003). *Health professions education: A bridge to quality*. Washington, DC: the
 4840 National Academies Press.
 4841 World Health Organization (WHO). (2010). *Framework for action on interprofessional education and*
 4842 *collaborative practice*. Geneva: WHO. From:
 4843 http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf.
 4844

4845 **Module 8: Advocacy**

4846 **Required Reading**

- 4847 Jansson, B. (2010). *Becoming an effective policy advocate*. Chapter 3. Belmont, CA: Brooks/Cole.
 4848 Jansson, B. (2011). *Improving healthcare through advocacy*. Chapters 12-14. Hoboken, NJ: Wiley.

4849 **Useful Websites**

- 4850 AHRQ: The Academy Integrating Behavioral Health and Primary Care
 4851 <http://integrationacademy.ahrq.gov/>
 4852 ARHQ: Patient Centered Medical Home Resource Center
 4853 www.pcmh.ahrq.gov/portal/server.pt/community/pcmh_home/1483
 4854 California Integrated Behavioral Health Project
 4855 <http://ibhp.org/index.php?section=pages&cid=152>
 4856 The Commonwealth Fund
 4857 <http://www.commonwealthfund.org/>
 4858 CSWE PPACA of 2010: A Guide for Social Workers
 4859 <http://www.cswe.org/File.aspx?id=48334>

- 4860 Henry J. Kaiser Family Foundation: *Health Reform Source*
4861 <http://healthreform.kff.org/>
- 4862 Integrated Care Resource Center (CMS)
4863 <http://www.integratedcareresourcecenter.com/Default.aspx>
- 4864 Massachusetts Blue Cross Blue Shield Health Reform
4865 <http://bluecrossmafoundation.org/Health-Reform/Lessons.aspx>
- 4866 National Standards on Culturally and Linguistically Appropriate Services (CLAS)
4867 <http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15>
- 4868 The New York Times: Healthcare Reform
4869 http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/health_insurance_and_managed_care/health_care_reform/index.html
- 4870 Patient-Centered Primary Care Collaborative
4871 www.pcpcc.net/
- 4872 PBS Unnatural Causes
4873 http://www.pbs.org/unnaturalcauses/explore_learn.htm
- 4874 Robert Wood Johnson: Health Policy Connection
4875 <http://www.rwjf.org/healthpolicy/coverage/index.jsp>
- 4876 SAMHSA-HRSA Center for Integrated Health Solutions
4877 <http://www.integration.samhsa.gov/>
- 4878 The University of Washington AIMS Center
4879 <http://uwaims.org/index.html>
- 4880 CDC: The State of Mental Health and Aging in America
4881 <http://apps.nccd.cdc.gov/MAHA/MahaHome.aspx>
- 4882 UCLA Health Policy Institutes: Health Disparities
4883 <http://www.healthpolicy.ucla.edu/SearchResults.aspx?keywords=Health+disparities+mental+health&page=1>
- 4884
4885
4886
- 4887 *The syllabus was designed by The Social Work and Integrated Care Project team and adopted by UNCP
4888 Department of Social Work
4889

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: |
|--|--|--|

4897

4898 **III. Course Description and Rationale**

4899 The purpose of this course is to expose students to theories, perspectives, and strategies of social work
4900 practice and social development in industrialized, non-Western countries. Students will explore the
4901 historical, sociocultural, economic, and environmental factors that influence social service delivery in
4902 selected countries in Asia, Africa, Latin America, and the South Pacific. The course will also explore the
4903 impact of globalization on social service delivery and strategies. The course will cover the roles social
4904 workers and social welfare organization play in the selected countries. Students will have opportunity to
4905 learn about various social work interventions strategies employed in the geographic regions covered.

4906

4907 **Specific Course Objectives**

- 4908 • Define and describe international social work, and the role of social workers and social welfare
4909 organizations in social development.
- 4910 • Understand the critical political, sociocultural, economic and environmental issues that impact
4911 social welfare in non-Western countries.
- 4912 • Describe some of the social work and social development strategies use in non-Western and their
4913 effectiveness in dealing with social problems.
- 4914 • Understand the impact on globalization on the social welfare of non-Western countries.
- 4915 • Acquire the knowledge, values and skills to develop personal model of international social work
4916 practice.
- 4917 • Increase student interest and participation in international social work practice

4918

4919 **Social Work Practice Competencies and Behaviors**

4920 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 |

| | |
|------|--|
| 4921 | |
| 4922 | 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. |
| 4923 | |
| 4924 | 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. |
| 4925 | |
| 4926 | 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 |
| 4927 | |
| 4928 | 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. |
| 4929 | |
| 4930 | 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 |
| 4931 | |
| 4932 | 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; |
| 4933 | |
| 4934 | 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; |
| 4935 | |
| 4936 | REQUIRED TEXT: |
| 4937 | Healy, Lynne (2008). International social work: Professional action in an interdependent world |
| 4938 | (2 nd ed). New York, NY: Oxford University Press. |
| 4939 | |
| 4940 | RECOMMENDED TEXT: |
| 4941 | Billups, J. O. (2002). Faithful angels: Portraits of international social work notables. Washington, |
| 4942 | DC: NASW Press. |
| 4943 | Gray, M. Coates, J., & Yellow Bird M. (2008). Indigenous social work around the world: |
| 4944 | Towards culturally relevant education and practice. Burlington, VT: Ashgate. |

4945 Midgley, J. & Conley, A. (2010). Social work and social development: Theories and skills for
 4946 developmental social work. New York: NY: Oxford University Press.

4947
 4948

4949 **SUPPLEMENTAL READING:**

4950 *See reading list for more recommended readings.

4951
 4952

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 |
|----|--------------|-----|------------|--------------|

4953 **VI. Assignments**

4954 **1. Comparing Human Development Index**

4955 Using the components of the Human Development Index (HDI), compare the HDI of 4 countries, one
 4956 from each geographic region: Asia, Africa, Latin America, and the South Pacific. Comparison must be
 4957 written as narrative. Discussion must include the political, sociocultural, and economic factors that may
 4958 have contributed to differences in the HDIs.

4959

4960 **2. International Convention or Treaty**

4961 Select one international convention or treaty that focuses on a social welfare problem of interest to you.
 4962 Discuss the magnitude and significance of the social problem that precipitated the convention or treaty.
 4963 Your discussion must also include the history, political, sociocultural, economic, and/or environmental
 4964 factors that shaped the actual convention or treaty. Cover the extent of the compliance by signatory
 4965 countries/institutions/agencies, any strengths and limitations, and suggest ways to improve compliance
 4966 and/or enforcement of the convention or treaty.

4967

4968 **3. Analysis of a social work intervention or social development strategy**

4969 Choose any one country and a social welfare problem of interest to you. Conduct a literature review on
 4970 your chosen social problem. Your discussion must cite a minimum of 8 peer reviewed articles. Discuss
 4971 the magnitude of the problem and the characteristics of the people mostly affected; the social justice
 4972 implication of the problem; the social work practice approach or development strategy employed to
 4973 address the problem, and the theory underlying that development strategy; discuss the impact or
 4974 results (i.e., successes and/or failures) of the adopted strategies and possible factors that contributed to
 4975 the results. Include discussions on any unintended consequences of the strategies and suggest ways to
 4976 increase the effectiveness of the strategy (note: suggestion of improvement in strategy must be relevant
 4977 to your chosen country or tailored to fit that country's context).

4978

4979 **4. Oral Presentation: Analysis of social work intervention/social development strategy**

4980 Each student will do a 10-15 minutes PowerPoint presentation of his/her Social Development Strategy
 4981 paper. Your presentation must be exclusively oral, do not integrate any youtube video into your
 4982 presentation.

4983

4984 **5. Quizzes**

4985 Students will be required to complete a numbers of quizzes Late submitted quizzes are not accepted.
 4986 These quizzes are used to assess the student's current learning about the course. The quizzes may
 4987 consist of items including multiple choice, true/false, or short answer. Quizzes may or may not be time.

4988

4989 **6. Discussion**

4990 Students will be required to read, process, and synthesize assigned readings for blackboard discussion.
 4991 Your initial post is to be a minimum of 200 words. You will be required to make one response post to a
 4992 peer of your choice at a minimum of 150 words. Late submitted postings are not accepted.

4993

4994 **EVALUATION OF COURSE OUTCOMES**

4995

| 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 |

4996

4997 Final grades will be based on the following scale:

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

4998

4999

5000 **INSTRUCTIONAL METHODS**

5001

5002 This course is supported via the “Blackboard” website. Methods of instruction may include lecture-
 5003 discussion, simulation exercises, homework, webinars, and assigned readings. It is the responsibility of
 5004 the student to carefully read and understand the syllabus and all distributed assignments and materials.
 5005 Consistently check Blackboard Learning Modules for weekly materials and activities.

5006

5007 Instructor response time and feedback to assignments will take place within a 72-hour period (during
 5008 the business week, Monday-Friday) of the submission of the assignment. Students can visit My
 5009 Grades/Grade Center in Blackboard to locate instructor feedback and/or grading.

5010

5011 **CLASS AND UNIVERSITY POLICIES**

5012

5013 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 5014 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 5015 community. One of the most important of these standards is academic honesty. You are expected to
 5016 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 5017 the University.

5018

5019 **Religious Holiday Policy Statement:** The University of North Carolina at Pembroke has a legal and moral
 5020 obligation to accommodate all students who must be absent from classes or miss scheduled exams in
 5021 order to observe religious holidays; we must be careful not to inhibit or penalize these students for
 5022 exercising their rights to religious observance. To accommodate students’ religious holidays, each
 5023 student will be allowed two excused absences each semester with the following conditions:

5024 1. Students, who submit written notification to their instructors within two weeks of the
 5025 beginning of the semester, shall be excused from class or other scheduled academic activity to
 5026 observe a religious holy day of their faith. Excused absences are limited to two class sessions
 5027 (days) per semester.

5028 2. Students shall be permitted a reasonable amount of time to make up tests or other work
 5029 missed due to an excused absence for a religious observance.

5030 3. Students should not be penalized due to absence from class or other scheduled academic
 5031 activity because of religious observances.

5032 A student who is to be excused from class for a religious observance is not required to provide a second-
 5033 party certification of the reason for the absence. Furthermore, a student who believes that he or she has

5034 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
5035 through the student grievance procedure.

5036 **Absences for University-Sanctioned Events:** If a student is representing the University in an official
5037 capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics,
5038 band) at an official University-sanctioned event, that absence shall be excused. Students are responsible
5039 for all coursework missed and must make up the work within three university business days after the
5040 student returns to campus. Any student who anticipates missing more than 15% of the course should
5041 not enroll in the course without prior approval from the instructor.

5042 It is the responsibility of the student to communicate with the professor or instructor about classes
5043 missed for any reason, including University sanctioned events. Students must provide official
5044 documentation of proposed University-sanctioned events that will result in excused absences during the
5045 first week of each semester. Prior written documentation must be provided for each excused absence.

5046 **Attendance and Participation Policy:** The graduate social work program is accredited by the Council on
5047 Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten
5048 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program
5049 provides sequential topics and experiential activities within a collaborative learning environment that
5050 offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed
5051 to draw on assigned readings and personal experiences to build knowledge and learn the values, skills,
5052 and behaviors necessary for social work practice. Experiential activities give students opportunities to
5053 practice skills learned and demonstrate appropriate professional behavior. Within this learning context,
5054 instructor-student and student-student intellectual exchanges, and peer observation and insights are
5055 critical for learning. Therefore, attendance and/or active participation is mandatory for all social work
5056 classes (unless an exemption is provided to a student with a disability as an ADA accommodation; please
5057 contact Accessibility Resource Center at 910-521-6695 for eligibility for services).

5058 Attendance is defined as presence during the entire period of a scheduled class or course activity or
5059 until student has completed a specified course activity. For online courses, students are considered to
5060 be absent if they fail to participate in or complete scheduled course activities. In this course, such as
5061 missing a self-check, journal entry, blog, or quiz represents an absence resulting in a 1-point deduction
5062 for lack of course participation. The following are reasons for which excused absences could possibly be
5063 permitted for a class session based on the individual course instructor approval:

- 5064
- 5065 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
 - 5066 2) Short-term illness with immediate medical documentation
 - 5067 3) Required appearance in a court of law with documentation
 - 5068 4) Required military duty with documentation
 - 5069 5) Participation in a University-sponsored activity (prior approval of instructor is required)
 - 5070 6) ADA accommodation with documentation

5071

5072 Course instructors may, at their own discretion, allow other excused absences but are under no
5073 obligation to do so. In case of an excused absence, students are responsible for all course materials
5074 covered. The format of any make-up course activity, including examination, will be at the discretion of
5075 the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how
5076 many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course
5077 activity.

5078 **Note:** It is paramount that students master the social work practice behaviors required to
5079 successfully complete their social work program. Any absence in a course, whether excused or

5080 unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for
 5081 experiential learning. Students who have a documented disability will be responded to on an individual
 5082 basis. Students are strongly encouraged to use any absences in a well-determined manner.

5083 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 5084 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
 5085 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 5086 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 5087 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 5088 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 5089 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 5090 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 5091 the Student Honor Code. You are also not to use the same assignment in two different classes without
 5092 permission of both instructors.

5093 **ONLINE LEARNING**

5094
 5095 Distance learning is self-directed. It requires a high level of individual responsibility, dedication, and self-
 5096 discipline on the part of the student. In this course, each student is responsible for one's own work,
 5097 progress, and success. In order to succeed, it is recommended that each student adhere to the
 5098 following:

- 5099
- 5100 1. Attend all weekly online class activities, including responses to discussion-based activities
- 5101 and timely submission of assignments.
- 5102 2. Back up every piece of work completed on disk and make a hard copy. If a student
- 5103 experiences personal computer challenges, the student is responsible for resolving one's
- 5104 own technical challenges. Do not contact the course instructor to resolve personal computer
- 5105 difficulties. Heavy internet use occurs during the evening hours of 8-10pm. Consider logging
- 5106 on at other times if possible.
- 5107 3. Late Work: Each week's work must be completed by the date specified in the syllabus and
- 5108 learning modules. Late submissions either receive decreased or no credit based on the
- 5109 assignment.
- 5110 4. Every student is expected to participate on the electronic discussion as assigned. Also, postings
- 5111 should be meaningful, represent critical thinking, integrate course learning, and enhance the
- 5112 discussion. Plagiarized work receives zero points and possible failure of the course. Always cite works
- 5113 from other sources in APA Style format.
- 5114 5. Attendance: Attendance is determined by timely completion of quizzes, tests, and assignments.
- 5115 Failure to complete the weekly work by "no later than" dates will be considered as an absence.
- 5116 Computers do crash yet this is not a legitimate reason to "miss" class by not submitting assignments
- 5117 as due. It is the student's responsibility to ensure access to a computer with internet connection,
- 5118 access to Blackboard, and alternate computer options during computer challenges.
- 5119 6. Disappearing: No communication from a student during discussion-based assignments means the
- 5120 student has left the class. There can be **no Incompletes** in this course, as discussion-based
- 5121 assignments cannot be recreated.

5122
 5123 **Netiquette (network etiquette)** At all times, course communication with fellow students and the
 5124 instructor are to be professional and courteous. It is expected that all work and forms of communication

5125 are proof read. If new to online learning or need a netiquette refresher, please view the guide titled, [The](#)
5126 [Core Rules of Netiquette](#).

5127 **Email/Communication Procedures** Several assignments will be submitted via Blackboard. Students may
5128 send an extra copy of written assignments via email just as an extra precaution. All files must be saved
5129 as Microsoft Word documents, other formats will not be accepted.

5130 **General Email** When sending email to the course instructor, the student must identify oneself fully by
5131 name and class through the university email account only (personal accounts such as yahoo, gmail, etc.
5132 are not acceptable and may not receive a response from the course instructor). Apply the netiquette
5133 methods in all email messages. The course instructor will check emails periodically and respond within
5134 48 hours during the business week (Monday through Friday). Emails submitted on Fridays will receive a
5135 response within 48 hours during the next business week (Monday or Tuesday). Email is the best method
5136 of contacting the course instructor. Phone message contacts will receive responses within the same
5137 timeframes as noted for email contacts.

5138
5139 **Student-created Materials on the Online System** The instructor may require students to post their own
5140 work (i.e. blog postings) or, with the student's permission, may post a student's work on the online
5141 course site. Student work will be retained in the course site beyond the duration of the term until
5142 expiration from the Blackboard site. As the site will eventually expire, students are encouraged to save
5143 any copies of their work.

5144

5145 UNIVERSITY SUPPORT SERVICES

5146

5147 **ADA Statement:** Federal laws require UNCP to accommodate students with documented learning,
5148 physical, chronic health, psychological, visual or hearing disabilities.

5149 In post-secondary school settings, academic accommodations are not automatic; to receive
5150 accommodations, students must make a formal request and must supply documentation from a
5151 qualified professional to support that request. Students who believe they qualify must contact the
5152 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
5153 accommodation process. All discussions remain confidential. Accommodations cannot be provided
5154 retroactively. More information for students about the services provided by ARC and the
5155 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

5156 **Alternative Format Statement:** This publication is available in alternative formats upon request. Please
5157 contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

5158 **Academic Resource Mentoring** in the Academic Support Center supports the UNV 1100 course and
5159 provides mentoring to any student, addressing their unique academic concerns to guide them in
5160 achieving their personal academic goals; contact jennifer.bruner@uncp.edu or 910-775-4391.

5161 **NC-HCAP:** Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to
5162 students seeking to be employed in healthcare through test preparation workshops, course tutoring,
5163 guidance during the application process for healthcare programs, job shadowing, internships, and
5164 advisement; contact hcap@uncp.edu or 910-521-6673.

5165 **The Resource Learning Lab:** in the Academic Support Center offers 1) computer based, self-paced
5166 tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such
5167 as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available
5168 to all students; contact mark.hunt@uncp.edu or 910-775-4393.

5169 **Striving Toward Academic Recovery:** The STAR program in the Academic Support Center is intended for
5170 students who are returning from an academic and/or financial aid suspension, assisting them to get back

- 5171 on track academically so that they can be successful at UNCP; contact courtney.walters@uncp.edu or
5172 910-775-4408.
- 5173 **TRIO programs:** This federally-funded office provides eligible students with one-on-one and group
5174 tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and
5175 B; contact trioprograms@uncp.edu or 910-521-6242.
- 5176 **Transfer Transition Office:** The Transfer Transition Office, located in Jacobs Hall Suite H, provides
5177 student support services and academic resources for students transferring from community colleges and
5178 other institutions of higher education to the campus of UNC Pembroke; contact
5179 transfer.transition@uncp.edu or 910-521-6269.
- 5180 **Tutoring:** The tutoring program of the Academic Support Center helps students achieve their academic
5181 goals by offering group or individual tutoring in all General Education and many upper-level courses.
5182 Students can sign up at www.uncp.edu/asc/study/tutoring_request.html or contact
5183 jennifer.mcneill@uncp.edu or 910-775-4311.
- 5184 **The University Writing Center:** The University Writing Center, located in D.F. Lowry 308 and available
5185 online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek
5186 assistance with written assignments at any stage during the writing process, from brainstorming ideas to
5187 drafting, revising, and editing.
- 5188 **A Note about Self-Disclosure:** The social worker uses the self as a tool in the helping process and must
5189 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
5190 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
5191 throughout the social work curriculum. Students may be called upon through exercises, written
5192 assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences
5193 in order to assess their effect on future worker/client interactions. *Although students are encouraged,
5194 assisted, and expected to engage in the process of self-exploration and personal growth, no student will
5195 be required to disclose information beyond what is considered by the student to be comfortable and
5196 appropriate.*

5198 Supplemental Reading List

- 5199 Booth, A. (2007). Colonial legacies: Economic and social development in East and Southeast
5200 Asia. Honolulu, HI: University of Hawaii Press.
- 5201 Borrmann, S., Klassen, M., & Spatscheck,, C. (Eds.). (2007). International social work social
5202 problems, cultural issues and social work education. Farmington Hills, MI: Barbara Budrich
5203 Publishers.
- 5204 Cook, K. & Powell, C. (2003). Unfinished business: Aboriginal reconciliation and restorative
5205 justice in Australia. *Contemporary Justice Review*, 6, 2779-2791.
- 5206 Cox, D. & Pawar, M. (2006). *International social: Issues, strategies, and programs*. Thousand
5207 Oaks, CA: Sage Publications.
- 5208 de Soto, Hernando. (2001). *The mystery of capital: Why capitalism triumphs in the west and
5209 fails everywhere else*. New York: Basic Books.
- 5210 Gallagher, N. (2005). Amnesty International and the idea of Muslim women's human rights.
5211 *Journal of Mideast Women's Studies*, 1, 97-107.
- 5212 Patel, L., Kaseke, E., & Midgley, J. (2012), pp.
- 5213 Pettifor, J. L. (2004). Professional ethics across national boundaries. *European Psychologist*, 9,
5214 264-272.
- 5215 Pyles, L. (2008). The capabilities approach and violence against women: Implications for social
5216 development. *International Social Work*, 51(1), 25-36.

- 5217 Ryan, M. (2000). Learning to care for clients in their world, not mine. *Journal of Nursing*
5218 *Education*, 39, 401-408.
- 5219 Sen, A. (1999). *Development as freedom*. New York: NY: Random House.
- 5220 Stoesz, D., Guzzetta, C., & Lusk, M. (1999). An integrative model of development. *International*
5221 *Development* (Chapter 14), pp. 242-260.
- 5222 Tasse, A. & Butterfield, A. (2012). Can Africa learn from Africa? Can the world learn from
5223 Africa? *Journal of Community Practice*, 20(1-2), pp.
- 5224 Tice, C. J. & Long, D. D. (Eds.) (2009). *International social work policy and practice: Practical*
5225 *insights and perspectives*. Hoboken, NJ: Wiley.
- 5226
- 5227 United Nations Development Program (2015). *Human development Report, 2015* from:
5228 http://hdr.undp.org/sites/default/files/2015_human_development_report_1.pdf
5229