

Agenda
Subcommittee on Curriculum
Thursday, February 4, 2016
3:30 PM Room 251 University Center

Members: Victor Bahhouth (S&BS to 2016), Chiuchu (Melody) Chuang (EDUC to 2016), Terry Johnson (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 December 3, 2015 (see [Appendix A](#))

4. Proposals from the Department of English, Theatre, and Foreign Languages (see pp. 3-5 and Appendix B for proposal details)

4.1 Course Proposal: Create SPN 3720 Spanish for Medical Professionals

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

5. Proposals from the Department of Social Work (see pp. 6-8 and Appendix C for proposal details)

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

5.2 Course Proposal: Create SWK 4700 Social Work Practice with Individuals with Disabilities

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

6. Proposals from the Department of Health, Physical Education, and Recreation (see pp. 9-11 and Appendix D for proposal details)

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

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

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

7. Proposals from the Department of Educational Leadership and Counseling (see pp. 12-27 and Appendix E for proposal details)

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

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

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

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

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

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

| | |
|----|--|
| 49 | 7.7 Course Proposal: Create CNS 5650 School Counselor as Leader, Advocate, and Consultant |
| 50 | 7.8 Course Proposal: Create CNS 5750 College and Career Readiness |
| 51 | 7.9 Course Proposal: Create CNS 5760 Legal Aspects of Educational Leadership and Cross-List with EDNL |
| 52 | 5860 Legal Aspects of Educational Leadership |
| 53 | 7.10 Course Proposal: Create CNS 5770 Evidence-Based School Counseling |
| 54 | 7.11 Course Proposal: Create CNS 5780 Addressing the Achievement Gap and Issues of Social Justice |
| 55 | 7.12 Program Proposal: Revise program description for M.A.Ed. in Professional School Counseling to |
| 56 | reflect new course prerequisites, student learning objectives, and program-specific admissions |
| 57 | requirements |
| 58 | 7.13 Program Proposal: Revise program description for M.A.Ed. in Clinical Mental Health Counseling to |
| 59 | reflect new course prerequisites and remove student learning objectives from catalog |
| 60 | |
| 61 | |
| 62 | 8. Unfinished Business |
| 63 | 9. New Business |
| 64 | 10. Announcements |
| 65 | 11. Adjournment |
| 66 | |

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

68 **4.1 Course Proposal:** Create a new 3000-level elective (SPN 3720) course as part of the Spanish Major
69 program, Spanish Major with Teacher Licensure (K-12) program, Spanish Academic Concentration and
70 Spanish Minor. This course will consist of specialized vocabulary and targeted language practice
71 simulating real-world patient scenarios for medical professionals. This course will require SPN 2320 as a
72 prerequisite.

73
74 **Rationale:** Many UNCP students pursuing degrees related to the medical professions are unable to
75 complete a Spanish concentration because of scheduling restrictions that make it difficult for them to
76 complete their major requirements while simultaneously pursuing the basic language course
77 prerequisites. This course would allow those students to enroll in one language course per semester for
78 their first five semesters at UNCP and finish with a documented basic Spanish ability specific to their
79 discipline without requiring them to prolong their course of study into an extra year.

80
81 Dept vote: 39 for; 0 against; 0 abstain

82 Affect others: No

83 Cross-Listing: No

84 Additional Resources: No

85 Affects Articulation Agreement: No

86 Affects Degree Pathway: No

87 Affects CAA Degree Plan: No

88
89 COURSE DESCRIPTIONS:

90 SPN 3720 Spanish for Medical Professionals

91 Hours: 3

92 Prerequisites: "C" or better in SPN 2320

93 Required: no

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

98 Course title: SPN Medical Professions

99 Code: LEC

100

101 Syllabus: see [Appendix B](#)

102

103

104 **4.2 Program Proposal:** Add SPN 3720 Spanish for Medical Professionals as an elective to the B.A. in
105 Spanish, the B.A. in Spanish with Teacher Licensure, the Academic Concentration in Spanish, and the
106 Minor in Spanish.

107

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

111

112 Dept vote: 39 for; 0 against; 0 abstain

113 Affect others: No

114 New Courses:Yes
 115 Additional Resources: No
 116 Affects Degree Pathway: No
 117 Affects CAA Degree Plan: No

118
 119 Catalog Entry:

SPANISH

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

121
 122 **TEACHER LICENSURE IN SPANISH (K-12)**
 123 Students seeking North Carolina Teacher Licensure in Spanish, grades K-12, complete all of the B.A.
 124 in Spanish degree requirements; they also complete the licensure requirements described below as part
 125 of the 37 hours of General Electives. Upon successful completion of this program of study and related
 126 requirements, graduates are eligible for a Standard Professional I license to teach in the State of North
 127 Carolina. For a more detailed description, including the program standards and goals and objectives,
 128 turn to Undergraduate Licensure Programs in the School of Education section.

| Licensure Requirements in Spanish (K-12) | Sem. Hrs. |
|--|------------------|
| Professional Studies Core EDN 2100, 3130, 3150, SED 3310 | 12 |
| Content Pedagogy SPN 3010, 4400, 4480, 4490; CSC 4050 | 19 |
| | Total: 31 |

129
 130 **ACADEMIC CONCENTRATIONS IN ENGLISH, SPANISH AND TESL**

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

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

| | |
|------------------------------|------------------|
| 4300, 4340, 4510, 4550, 4700 | |
| | Total: 24 |

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MINOR PROGRAMS IN FOREIGN LANGUAGES

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

Options for a Minor in French

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

Options for a Minor in Spanish

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

Options for a Minor in Hispanic Studies

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

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

151 **5.1 Course Proposal:** The Department of Social Work proposes a new course, SWK 4600: Social Justice
152 and Practice Ethics to replace SWK 4500: Social Work Value and Ethics and SWK 4480 Social and
153 Economic Justice.

154
155 **Rationale:** The SWK 4600 course will replace the currently offered SWK 4500 and SWK 4480 courses. By
156 redeveloping these courses into one three (3) credit hour course students will be better accommodated
157 in their senior year in two ways. The first accommodation is that this change will allow students to more
158 easily obtain a full-time semester in the first semester of their senior year. Currently, the first senior
159 semester totals 10 hours, requiring that students take an extra 2-3 credit hours regardless of plan of
160 study credit hour needs. The change will ensure that students have 12 hours during this first senior
161 semester. The second accommodation is that this change will allow students to reduce their credit hours
162 from 14 to 12 during their second (final) senior semester. During this semester students are enrolled in
163 field practicum (400 hours of field work) and an integrative field seminar course. This change will allow
164 students to focus their time and academic effort in the field practicum and seminar. This change is
165 further supported by BSW focus group results, indicating that students prefer to have a lighter course
166 load during this final semester.

167
168 Dept vote: 14 for; 0 against; 0 abstain

169 Affect others: No

170 Cross-Listing: No

171 Additional Resources: No

172 Affects Articulation Agreement: No

173 Affects Degree Pathway: Yes

174 Affects CAA Degree Plan: No

175

176 **COURSE DESCRIPTIONS:**

177 SWK 4600 Social Justice and Practice Ethics

178 Hours: 3

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

181 Equivalent To/Replaces: SWK 4500 and SWK 4480

182 **New** Course description: SWK 4600 provides students with the opportunity to explore and apply ethics,
183 values, policies and theories of organization that are important for understanding ethical social work
184 decision making and social and economic justice. Students will integrate theory and practice by
185 reviewing ethical dilemmas, value conflicts, and social injustices related to social work practice and
186 populations. A central focus of this course is the examination and analysis of the relationship between
187 social forces (e.g. politics, social inequities, socioeconomic status) and populations at risk. PREREQ:
188 Admission to BSW Program, SWK 2000, SWK 2450, SWK 3450, SWK 3480, SWK 3600, SWK 3710, SWK
189 3800, & SWK 3850.

190 Course title: Soc Just and Prac Ethics

191 Code: LEC

192

193 Syllabus: see [Appendix C](#)

194

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196 **5.2 Course Proposal:** The Department of Social Work is proposing a new, three-hour elective course for
197 undergraduate social work students titled Social Work Practice with Individuals with Disabilities.

198
199 **Rationale:** As social workers will likely encounter people with disabilities regardless of their practice
200 setting, this course will introduce the student to the multidisciplinary field of disabilities by focusing on
201 social work practice with people with disabilities across the life span. This course will teach the social
202 construction of disabilities, and will cover topics such as various definitions, early history of disabilities,
203 the disability rights movements and eugenics, policies that impacts people with disabilities, legal issues,
204 self-advocacy, and disability culture.

205
206 Dept vote: 12 for; 0 against; 0 abstain

207 Affect others: No

208 Cross-Listing: No

209 Additional Resources: No

210 Affects Articulation Agreement: No

211 Affects Degree Pathway: No

212 Affects CAA Degree Plan: No

213

214 COURSE DESCRIPTIONS:

215 SWK 4700 Social Work Practice with Individuals with Disabilities

216 Hours: 3

217 Prerequisites: SWK 2000 or permission of instructor

218 Required: no

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

227 Course title: SWK Prac Ind w Disabilities

228 Code: LEC

229

230 Syllabus: see [Appendix C](#)

231

232

233 **5.3 Program Proposal:** The Department of Social Work proposes the following course curriculum change
234 the Bachelor of Social Work program: Two of our currently offered courses, SWK 4500: Social Work
235 Values & Ethics (1 credit hour) and SWK 4480: Social and Economic Justice (2 credit hours) will be
236 combined into one three (3) hour course *SWK 4600*, entitled *Social Justice and Practice Ethics*. The new
237 Social Justice and Practice Ethics course will replace the current one (1) hour SWK 4500: Social Work
238 Value and Ethics and two (2) hour SWK 4480 Social and Economic Justice courses and will be taken
239 during a student's first senior semester. A course proposal and course syllabus for SWK 4600: Social
240 Justice and Practice Ethics is also submitted. The other new course, SWK 4700, will be added to the
241 elective options in the major.

242

243 **Rationale:** In the current curriculum, the SWK 4500 course is a 1 hour course and is taken during a
244 student's first senior semester while the SWK 4480 is a two (2) hour course and is taken in a student's
245 second (final) senior semester. By combining these courses into one three (3) credit hour course

246 students will be better accommodated in their senior year in two ways. The first accommodation is that
 247 this change will allow students to more easily obtain a full-time semester in the first semester of their
 248 senior year. Currently, the first senior semester totals 10 hours requiring that students take an extra 2-3
 249 credit hours regardless of plan of study credit hour needs. The change will ensure that students have 12
 250 hours during this first senior semester. The second accommodation is that this change will allow
 251 students to reduce their credit hours from 14 to 12 during their second (final) senior semester. During
 252 this semester students are enrolled in field practicum (400 hours of field work) and an integrative field
 253 seminar course. This change will allow students to focus their time and academic effort in the field
 254 practicum and seminar. This change is further supported by BSW focus group results, indicating that
 255 students prefer to have a lighter course load during this final semester.

256
 257 Dept vote: 14 for; 0 against; 0 abstain

258 Affect others: No

259 New Courses: Yes

260 Additional Resources: No

261 Affects Degree Pathway: Yes

262 Affects CAA Degree Plan: No

263

264 Catalog Entry:

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266 **BACHELOR OF SOCIAL WORK**

| Requirements for a Bachelor of Social Work Degree | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar | 1 |
| General Education Requirements* | 44 |
| Social Work Major Requirements: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, 4480, 4500 , 4600, 4800, 4900, 4910 | 48 |
| Social Work electives: select 6 hours among population-at-risk/social and economic justice electives: SWK 3000, 3700, 3750, 3820, 3830 (or 3540), 3840, 3870, 3880, 3890, 4700 | 6 |
| University-wide Electives* (Recommended electives: SOC 3030, 3130, 3750, 3770, 4030; CRJ/SOC 4400; and other social work electives) | 21 |
| | Total: 120 |

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

268

269

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

271 **6.1 Course Proposal:** Create EXER 5120 – Advanced Methodologies in Health/PE II. Course will become
272 part of the MAT with specialization in Health/PE and the MA in PE program.

273
274 **Rationale:** An additional course in pedagogical expertise is necessary for graduate students enrolled in
275 licensure programs. The licensure programs (MAT/MA) both cover Health and Physical Education across
276 the K-12 spectrum. An additional course in pedagogy adds to the teaching expertise for the degree
277 candidate.

278
279 Dept vote: 5 for; 0 against; 0 abstain

280 Affect others: No

281 Cross-Listing: No

282 Additional Resources: No

283 Affects Articulation Agreement: N/A

284 Affects Degree Pathway: N/A

285 Affects CAA Degree Plan: N/A

286

287 **COURSE DESCRIPTIONS:**

288 EXER 5120 Advanced Methodologies in Health/PE II

289 Hours: 3

290 Prerequisites: none

291 Required: yes

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

298 Course title: Adv Meth in H/PE-II

299 Code: LEC

300

301 Syllabus: see [Appendix D](#)

302

303

304 **6.2 Program Proposal:** in the MA – PE (M Licensure): Delete EXER 5080: Facility Design and
305 Management and Add EXER 5XXX (5120): Advanced Teaching Methodologies Health/PE II

306

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

314

315 Dept vote: 5 for; 0 against; 0 abstain

316 Affect others: No

317 New Courses:Yes
 318 Additional Resources: No
 319 Affects Degree Pathway: N/A
 320 Affects CAA Degree Plan: N/A
 321
 322 Catalog Entry:
 323

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

324 *For EDN course descriptions, see listings in M.A.Ed. program.
 325
 326
 327

328 **6.3 Program Proposal:** in the Master of Arts in Teaching—Health/Physical Education specialization:
 329 Delete EXER 5080: Facility Design and Management and Add EXER 5XXX (5120): Advanced Teaching
 330 Methodologies Health/PE II
 331

332 **Rationale:** the graduate students need more focused coursework in pedagogical content knowledge.
 333 Most other MA degree programs have a minimum of two pedagogical content courses. The HPE
 334 students are pursuing licensure in a K-12 setting and need additional time to successfully master the
 335 necessary instructional delivery expertise. The deletion of EXER 5080 is the necessary adjustment to
 336 maintain the credit hours in the noted range; facility issues for instructional K-12 settings will be
 337 incorporated in the new course (EXER 5XXX-5120). Pertinent content related to facility design concepts
 338 in the school setting (from EXER 5080) will be infused in the new course.
 339

340 Dept vote: 5 for; 0 against; 0 abstain

341 Affect others: No

342 New Courses:Yes

343 Additional Resources: No

344 Affects Degree Pathway: N/A

345 Affects CAA Degree Plan: N/A
 346

347 Catalog Entry:

348

349 **MASTER OF ARTS IN TEACHING WITH PHYSICAL EDUCATION SPECIALIZATION**

350 Graduate Physical Education Director: Danny Davis

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

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

352

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

354 **7.1 Course Proposal:** Change prerequisites for CNS 5350 The Professional School Counselor from
355 “Completion of all core counseling courses or permission of the instructor” to “Admission to the
356 Professional School Counseling program.”

357
358 **Rationale:** Program no longer requires students to complete all core counseling courses before taking
359 CNS5350. The program is redesigned for students to take the course during their first academic year.
360

361 Dept vote: 12 for; 0 against; 0 abstain

362 Affect others: No

363 Cross-Listing: No

364 Additional Resources: No

365 Affects Articulation Agreement: N/A

366 Affects Degree Pathway: N/A

367 Affects CAA Degree Plan: N/A
368

369 **COURSE DESCRIPTIONS:**

370 CNS 5350 The Professional School Counselor

371 Hours: 3

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

374 Required: yes (already a program requirement)

375 Course description: This course emphasizes the history, philosophy, and trends in school counseling and
376 educational systems. Students will learn the roles (e.g., leader, advocate, counselor, and consultant),
377 functions, settings, and professional identity of the school counselor in relation to the roles of other
378 professional and support personnel in the schools. Additional content focuses on professional
379 organizations, preparation standards, and credentials that are relevant to the practice of school
380 counseling. Current models of school counseling programs (e.g., American School Counselor Association
381 [ASCA] National Model) and their integral relationship to the total educational program are highlighted.

382 PREREQ: ~~Completion of all core counseling courses or permission of the instructor~~ Admission to the
383 Professional School Counseling program.

384 Course title: Prof School Counselor

385 Code: LEC
386
387

388 **7.2 Course Proposal:** Change prerequisites for CNS 5450 The Clinical Mental Health Counselor from
389 “Completion of all core counseling courses or permission of the instructor” to “Admission to the Clinical
390 Mental Health Counseling program.”

391
392 **Rationale:** Program no longer requires students to complete all core counseling courses before taking
393 CNS5350. The program is redesigned for students to take the course during their first academic year.
394

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

396 Affect others: No

397 Cross-Listing: No

398 Additional Resources: No

399 Affects Articulation Agreement: N/A

400 Affects Degree Pathway: N/A

401 Affects CAA Degree Plan: N/A

402

403 COURSE DESCRIPTIONS:

404 CNS 5450 The Clinical Mental Health Counselor

405 Hours: 3

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

408 Required: yes (already a program requirement)

409 Course description: This course provides an understanding of the history, philosophy, and trends in

410 clinical mental health counseling. The roles and functions, preparation standards, and professional

411 issues of the clinical mental health counselor in a multicultural society are discussed. Students will

412 develop an understanding of how clinical mental health counselors interact with government agencies,

413 health care providers, and social service organizations during policy making, financing of services,

414 advocacy for clients, and during interdisciplinary consultation. Topics specific to state, regional, and

415 national mental health trends and issues are also addressed. PREREQ: ~~Completion of all core counseling~~

416 ~~courses or permission of the instructor~~ Admission to the Professional School Counseling program.

417 Course title: Clin Mental Health Couns

418 Code: LEC

419

420

421 **7.3 Course Proposal:** remove CNS 5550 as a prerequisite for CNS 5600 Assessment Practices in

422 Counseling.

423

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

426

427 Dept vote: 12 for; 0 against; 0 abstain

428 Affect others: No

429 Cross-Listing: No

430 Additional Resources: No

431 Affects Articulation Agreement: N/A

432 Affects Degree Pathway: N/A

433 Affects CAA Degree Plan: N/A

434

435 COURSE DESCRIPTIONS:

436 CNS 5600 Assessment Practices in Counseling

437 Hours: 3

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

440 Required: yes (already a program requirement)

441 Course description: This course will provide students with an understanding of current and historical

442 perspectives on the uses of standardized and non-standardized assessment and appraisal methods,

443 techniques, and instruments in counseling. The assessment of abilities, behaviors, symptoms,

444 achievement, personality, interests, and other characteristics relevant to the counseling process will be

445 addressed. Issues related to assessment including selection, statistical concepts, social and cultural

446 factors, and ethical testing procedures will be presented. PREREQ: ~~CNS-5550 and~~ Admission to the

447 Clinical Mental Health Counseling program or the Professional School Counseling program

448 Course title: Assessment Practices

449 Code: LEC

450

451

452 **7.4 Course Proposal:** Revise prerequisites and description for CNS 6100 Counseling Practicum. This
453 course has a prerequisite of "Completion of all core counseling courses, a minimum grade point average
454 of 3.0, and an approved field placement application." Prerequisite is proposed to be removed and
455 replaced by "A minimum GPA of 3.0 and an approved field placement application."
456

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

458

459 Dept vote: 12 for; 0 against; 0 abstain

460 Affect others: No

461 Cross-Listing: No

462 Additional Resources: No

463 Affects Articulation Agreement: N/A

464 Affects Degree Pathway: N/A

465 Affects CAA Degree Plan: N/A

466

467 COURSE DESCRIPTIONS:

468 CNS 6100 Counseling Practicum

469 Hours: 3

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

473 Required: yes (already a program requirement)

474 Course description: The practicum is an introductory field placement course. The practicum experience
475 allows for enhanced skill development and exposure to professional and ethical practices in a supervised
476 counseling setting. Students work with the Field Placement and Testing Coordinator to obtain field
477 placements one semester in advance of enrollment. Students must complete a total of 100 clock hours
478 at the approved field placement site. In addition to the field placement requirements, students are
479 required to attend class for group supervision and attempt the comprehensive exam. PREREQ:

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

482 Course title: Counseling Practicum

483

484

485 **7.5 Course Proposal:** Revise prerequisites and description for CNS 6120 Clinical Mental Health
486 Counseling Internship. This course has a prerequisite of "Completion of CNS 6100 Counseling Practicum,
487 permission of the instructor, and a minimum of a grade point average of 3.0." Prerequisite is proposed
488 to include "passed the comprehensive exam." The prerequisite should state: "Completion of CNS 6100
489 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of
490 a GPA of 3.0."

491

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

495

496 Dept vote: 10 for; 0 against; 0 abstain
497 Affect others: No
498 Cross-Listing: No
499 Additional Resources: No
500 Affects Articulation Agreement: N/A
501 Affects Degree Pathway: N/A
502 Affects CAA Degree Plan: N/A

503

504 COURSE DESCRIPTIONS:

505 CNS 6120 CMH Counseling Internship

506 Hours: 3

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

509 Required: yes (already a program requirement)

510 Course description: The clinical mental health counseling internship is a field placement course. The field
511 placement is required to take place in a setting appropriate to the students' graduate counseling
512 program of study. All placements must have approval from the program faculty the semester before
513 enrollment. The internship experience provides opportunity for in-depth application of counseling skills
514 and techniques. Students will demonstrate their ability to apply theory to practice. Students receive
515 field-based supervision at their sites and university-based group supervision during class time. Students
516 must complete a total of 300 clock hours at the field placement site during each semester of enrollment
517 in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that
518 the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours.

519 Prerequisite: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam,
520 permission of the instructor, and a minimum of a GPA of 3.0.

521 Course title: CMH Counseling Internship

522

523

524 **7.6 Course Proposal:** Revise prerequisites and description for CNS 6130 School Counseling Internship.

525 This course has a prerequisite of "Completion of CNS 6100 Counseling Practicum, permission of the
526 instructor, and a minimum of a grade point average of 3.0." Prerequisite is proposed to include "passed
527 the comprehensive exam." The prerequisite should state: "Completion of CNS 6100 Counseling
528 Practicum, passed the comprehensive exam, permission of the instructor, and a minimum GPA of 3.0."
529

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

533

534 Dept vote: 12 for; 0 against; 0 abstain

535 Affect others: No

536 Cross-Listing: No

537 Additional Resources: No

538 Affects Articulation Agreement: N/A

539 Affects Degree Pathway: N/A

540 Affects CAA Degree Plan: N/A

541

542 COURSE DESCRIPTIONS:

543 CNS 6130 School Counseling Internship

544 Hours: 3
545 Prerequisites: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam,
546 permission of the instructor, and a minimum of a GPA of 3.0
547 Required: yes (already a program requirement)
548 Course description: The school counseling internship is a field placement course. The field placement is
549 required to take place in a setting appropriate to the students' graduate counseling program of study.
550 All placements must have approval from the program faculty the semester before enrollment. The
551 internship experience provides opportunity for in-depth application of counseling skills and techniques.
552 Students will demonstrate their ability to apply theory to practice. Students receive field-based
553 supervision at their sites and university-based group supervision during class time. Students must
554 complete a total of 300 clock hours at the field placement site during each semester of enrollment in
555 this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the
556 course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours.
557 Prerequisite: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam,
558 permission of the instructor, and a minimum of a GPA of 3.0
559 Course title: School Counseling Intern
560
561

562 **7.7 Course Proposal:** Create CNS 5650 School Counselor as Leader, Advocate, and Consultant; this
563 course will provide students with knowledge, attitudes, and skills that enhance their practice as a
564 professional school counselor.
565

566 **Rationale:** Professional school counselors are leaders in schools. As such, they are required to advocate
567 for their role in promoting student success in addition to advocating for the students they serve.
568 Consultation with teachers, administrators, and parents is an integral part of the services school
569 counselors provide. This course will allow students to gain advanced knowledge, challenge past and
570 present school counselor practice beliefs, and apply skills that support the academic success of all
571 students.
572

573 Dept vote: 12 for; 0 against; 0 abstain
574 Affect others: No
575 Cross-Listing: No
576 Additional Resources: No
577 Affects Articulation Agreement: N/A
578 Affects Degree Pathway: N/A
579 Affects CAA Degree Plan: N/A
580

581 COURSE DESCRIPTIONS:

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

583 Hours: 3

584 Prerequisites: none

585 Required: no

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

592 Course title: Sch Coun Lead, Ad, Consult

593

594 Syllabus: see [Appendix E](#)

595

596

597 **7.8 Course Proposal:** Create CNS 5750 College and Career Readiness, which will serve as one of the
598 specialty courses for the Professional School Counseling Program and replace the CNS 5900 Addictions
599 Counseling Course.

600

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

607

608 Dept vote: 12 for; 0 against; 0 abstain

609 Affect others: No

610 Cross-Listing: No

611 Additional Resources: No

612 Affects Articulation Agreement: N/A

613 Affects Degree Pathway: N/A

614 Affects CAA Degree Plan: N/A

615

616 COURSE DESCRIPTIONS:

617 CNS 5750 College and Career Readiness

618 Hours: 3

619 Prerequisites: none

620 Required: Yes

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

625 Course title: College & Career Readiness

626

627 Syllabus: see Appendix E

628

629

630 **7.9 Course Proposal:** Create CNS 5760 Legal Aspects of Educational Leadership; this course will provide
631 students with knowledge, attitudes, and skills that enhance their practice as a professional school
632 counselor especially when faced with sensitive issues that may have legal implications. This course can
633 also serve as an additional elective for school counseling students. This course will be cross-listed with
634 EDNL 5860.

635

636 **Rationale:** Professional school counselors are charged with promoting the academic success of ALL
637 students. This course allows students to gain an advanced understanding of the law and policies which
638 may impact school counselors' work with k-12 students and families. Professional school counselors
639 must understand laws relevant to educational practice and leadership given their role as student

640 advocates and school leaders. With knowledge of the practical impact law plays in education, school
641 counselors are positioned to effectively advocate and support students in their school.

642
643 Dept vote: 12 for; 0 against; 0 abstain

644 Affect others: No

645 Cross-Listing: Yes: EDNL 5860

646 Additional Resources: No

647 Affects Articulation Agreement: N/A

648 Affects Degree Pathway: N/A

649 Affects CAA Degree Plan: N/A

650

651 COURSE DESCRIPTIONS:

652 CNS 5760 Legal Aspects of Educational Leadership

653 Hours: 3

654 Prerequisites: none

655 Required: no

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

659 Course title: Legal Aspects of Ed Lead

660

661 Syllabus: see [Appendix E](#)

662

663

664 **7.10 Course Proposal:** Create CNS 5770 Evidence-Based School Counseling; this course will provide
665 students with knowledge, attitudes, and skills that enhance their practice as a professional school
666 counselor, especially when developing, implementing, and evaluating interventions and programming
667 for students, teachers, and parents. This course can also serve as an additional elective for school
668 counseling students.

669

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

676

677 Dept vote: 12 for; 0 against; 0 abstain

678 Affect others: No

679 Cross-Listing: No

680 Additional Resources: No

681 Affects Articulation Agreement: N/A

682 Affects Degree Pathway: N/A

683 Affects CAA Degree Plan: N/A

684

685 COURSE DESCRIPTIONS:

686 CNS 5770 Evidence-Based School Counseling

687 Hours: 3

688 Prerequisites: none

689 Required: no

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

697 Course title: Evidence-Based Sch Coun

698

699 Syllabus: see [Appendix E](#)

700

701

702 **7.11 Course Proposal:** Create CNS 5780 Addressing the Achievement Gap and Issues of Social Justice.
703 This course will provide students with knowledge, attitudes, and skills that enhance their practice as a
704 professional school counselor especially when working with students of color or marginalized
705 populations. This course can also serve as an additional elective for school counseling students.

706

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

712

713 Dept vote: 12 for; 0 against; 0 abstain

714 Affect others: No

715 Cross-Listing: No

716 Additional Resources: No

717 Affects Articulation Agreement: N/A

718 Affects Degree Pathway: N/A

719 Affects CAA Degree Plan: N/A

720

721 COURSE DESCRIPTIONS:

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

723 Hours: 3

724 Prerequisites: none

725 Required: no

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

732 Course title: Achieve Gap and Social Just

733

734 Syllabus: see [Appendix E](#)

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

Rationale:

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

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

Rationale for Addition of New Elective Courses:

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

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

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

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

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

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

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

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

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

790

791 Dept vote: 12 for; 0 against; 0 abstain

792 Affect others: No. This program will utilize one course (EDNL 5860) from the School Administration

793 Program which is housed within the Educational Leadership and Counseling Department. This

794 arrangement has been discussed and approved by the director of the School Administration Program,

795 Dr. Larry Mabe.

796 New Courses:Yes

797 Additional Resources: No

798 Affects Degree Pathway: N/A

799 Affects CAA Degree Plan: N/A

800

801 Catalog Entry:

802 **Program Description**

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

814

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

822

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

829

830 **3. Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills
831 addressed during academic course work with real world, supervised experience. The clinical field

832 experiences occur in university-approved K-12 school settings and include on-site supervision as well as
833 university-based supervision. The Counseling Practicum consists of a 100-hour field placement
834 experience in an approved site and a 3-credit hour course with on-campus group supervision and
835 instruction. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field
836 placement experience in an approved site and on-campus group supervision and instruction occurring
837 weekly. ~~Students complete the Counseling Practicum during their second year of study after completing~~
838 ~~the core counseling courses.~~ The Counseling Internship is a 3-credit-hour course completed twice over
839 two semesters and consists of a total of 600 hours of field placement experience, 300 hours per
840 semester in an approved site with on-campus group supervision and instruction occurring weekly.
841 Students must submit applications for participation in the clinical field placement courses during the
842 semester prior to beginning their practicum courses.

843 844 **Student Learning Outcomes**

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

851
852 ~~1. Students will demonstrate understanding of the nature and needs of individuals at all developmental~~
853 ~~levels.~~

854 ~~2. Students will demonstrate understanding of issues and trends in a multicultural and diverse society.~~

855 ~~3. Students will demonstrate understanding of counseling and consultations processes.~~

856 ~~4. Students will demonstrate understanding of group development, dynamics, counseling theories,~~
857 ~~group counseling methods and skills, and other group work approaches.~~

858 ~~5. Students will demonstrate understanding of career development and related life factors.~~

859 ~~6. Students will demonstrate understanding of individual and group approaches to assessment and~~
860 ~~evaluation.~~

861 ~~7. Students will demonstrate understanding of research methods, basic statistics, and ethical and legal~~
862 ~~considerations in research.~~

863 ~~8. Students will demonstrate understanding of all aspects of professional functioning including history,~~
864 ~~roles, organizational structures, ethics, standards, and credentialing.~~

865 ~~9. Students will demonstrate knowledge and skills appropriate for their intended practice setting.~~

866 ~~10. Students will demonstrate ability to engage in ongoing self-development through self-evaluation,~~
867 ~~self-reflection, self-caring behaviors, and interpersonal skill development.~~

868
869 1. Demonstrate knowledge in the core areas of counseling for the purposes of conceptualizing the self
870 of the counselor and clients. Students will analyze the major concepts, theoretical perspectives,
871 evidence-based practices, and historical trends in counseling, including those associated with the
872 following core knowledge areas.

873 a. Human Growth and Development: Students will use developmental theory to facilitate the
874 growth and development of children and adults as related to wellness, mental health,
875 education, and career goals and objectives.

876 b. Social & Cultural Foundations: Students will display cultural sensitivity and flexibility to clients
877 who are both similar and different to the counselor across all dimensions of personal identity.

878 c. Helping Relationships: Students will create effective helping relationships using generalist
879 helping skills.

- 880 d. Group Work: Students will be able to apply and adapt counseling knowledge to group work with
 881 clients.
 882 e. Career and Life Style Development: Students will understand career and life style factors as
 883 related to counseling relationships.
 884 f. Appraisal: Students will use assessment and appraisal to better understand their clients and to
 885 assist clients in better understanding themselves.
 886 g. Research and Program Evaluation: Students will use research and program evaluation to
 887 effectively adapt counseling practice.
 888 h. Professional Orientation & Ethics: Students will adopt a professional orientation appropriate to
 889 beginning counselors and practice ethically as counselors.
 890
 891 2. Develop specialized knowledge and skills in professional school counseling and apply this knowledge
 892 and skills to professional practice.
 893 a. Students will develop a professional identity as a counselor and a Professional School Counselor.
 894 b. Within their specialized professional identity, students will implement knowledge, skills and
 895 practices to be effective counselors in a specialized setting.
 896
 897 3. Evidence an ongoing and progressive commitment to personal and professional growth, self-
 898 reflection, and self-evaluation.
 899

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

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

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

907
 908 p. 430

REQUIREMENTS FOR M.A.ED. IN PROFESSIONAL SCHOOL COUNSELING

Sem Hrs
 27

Core Counseling Courses

- CNS 5000 Professional and Ethical Issues
 CNS 5050 Counseling Skills and Techniques
 CNS 5500 Research and Program Evaluation
 CNS 5400 Theories of Counseling
 CNS 5700 Career Counseling and Development
 CNS 5025 Lifespan Development
 CNS 5100 Groups in Counseling
 CNS 5600 Assessment Practices in Counseling
 CNS 5800 Multicultural and Social Justice Counseling

Specialty Area and Elective Courses

24

- 909
 CNS 5350 The Professional School Counselor
 CNS 5550 Seminar in School Counseling

- CNS 5250 Counseling Children and Adolescents
- CNS 5310 Mental Health Issues in Childhood and Adol.
- CNS xxxx Career and College Readiness
- ~~CNS 5900 Addictions Counseling~~
- CNS 5060 Crisis Intervention

Select two elective courses from:

- CNS xxxx School Counselor as Leader, Advocate, and Consultant
- CNS xxxx Addressing the Achievement Gap and Issues of Social Justice
- CNS xxxx Evidence-Based School Counseling
- CNS xxxx Legal Aspects of Educational Leadership
- CNS 5360 Diagnosis and Treatment Planning,
- CNS 5080 Gender and Sexuality Issues in Counseling,
- CNS 5850 Theory and Process of Family Counseling,
- CNS 5070 College Counseling and Student Affairs
- CNS 5870 The Family and Addicton
- CNS 5900 Addictions Counseling
- CNSS 5xxx Special Topics in Counseling (may be repeated for different topics)

Clinical Field Placement Courses 9

CNS 6100 Counseling Practicum (School Counseling Setting)

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

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TOTAL PROGRAM HOURS

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

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

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

934 Program Description

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

945
946 The M.A.Ed. in Clinical Mental Health Counseling is organized into three curriculum components:

- 947 1. **Core counseling courses:** Core counseling courses provide a foundation of professional
948 knowledge and skills for counseling students during the first two years of their programs of study.
949 The core counseling courses are shared with the Professional School Counseling Program. Core
950 counseling courses must be successfully completed with a passing grade prior to enrollment in
951 field placement courses. Students are also required to take and pass a comprehensive
952 examination **before beginning CNS 6120 Clinical Mental Health Counseling Internship.** ~~the~~
953 ~~Counselor Preparation Comprehensive Exam (CPCE), after completing their core counseling~~
954 ~~courses. A passing score is required for progression through and graduation from the program.~~
955 The CPCE is a standardized counseling exam that assesses student learning in the core areas. ~~The~~
956 ~~cost of the exam is \$45 and students are allowed three attempts to pass the exam.~~ Students must
957 submit the application and pay the application fee by the required deadline.
- 958 2. **Specialty area and elective courses:** Specialty area and elective courses build on the foundation
959 of knowledge and skills established in the core counseling courses by providing instruction in
960 setting-specific and population-specific counseling practices. Specialty area courses may be taken
961 concurrently with clinical field placement courses. Students consult with their academic advisors
962 to determine the specialty and elective courses that will meet degree requirements and be best
963 suited to the students' needs and interests.
- 964 3. **Clinical field placement courses:** Clinical field placement courses integrate the knowledge and
965 skills addressed during academic course work with real world, supervised experience. The clinical
966 field experiences occur in university-approved community agency, mental health clinic, college
967 counseling center, and private practice settings and include on-site supervision as well as
968 university-based supervision. The Counseling Practicum is a 3-credit-hour course that consists of a
969 100-hour field placement experience in an approved site and on-campus group supervision and
970 instruction occurring weekly. ~~Students complete the Counseling Practicum during their second~~
971 ~~year of study after completing the core counseling courses.~~ The Counseling Internship is a 3-
972 credit-hour course completed twice over two semesters and consists of a total of 600 hours of
973 field placement experience, 300 hours per semester in an approved site with on-campus group
974 supervision and instruction occurring weekly. Students must submit applications for participation
975 in the clinical field placement courses during the semester prior to beginning their practicum
976 courses.

977
978 **Student Learning Outcomes**

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

- 982 ~~Students will develop professional identities as counselors and engage as active members of their~~
 983 ~~professional communities.~~
- 984 ~~1.—Students will demonstrate understanding of the nature and needs of individuals at all~~
 985 ~~developmental levels.~~
 - 986 ~~2.—Students will demonstrate understanding of issues and trends in a multicultural and diverse~~
 987 ~~society.~~
 - 988 ~~3.—Students will demonstrate understanding of counseling and consultations processes.~~
 - 989 ~~4.—Students will demonstrate understanding of group development, dynamics, counseling theories,~~
 990 ~~group counseling methods and skills, and other group work approaches.~~
 - 991 ~~5.—Students will demonstrate understanding of career development and related life factors.~~
 - 992 ~~6.—Students will demonstrate understanding of individual and group approaches to assessment and~~
 993 ~~evaluation.~~
 - 994 ~~7.—Students will demonstrate understanding of research methods, basic statistics, and ethical and~~
 995 ~~legal considerations in research.~~
 - 996 ~~8.—Students will demonstrate understanding of all aspects of professional functioning including~~
 997 ~~history, roles, organizational structures, ethics, standards, and credentialing.~~
 - 998 ~~9.—Students will demonstrate knowledge and skills appropriate for their intended practice setting.~~
 - 999 ~~10.—Students will demonstrate ability to engage in ongoing self-development through self-~~
 1000 ~~evaluation, self-reflection, self-caring behaviors, and interpersonal skill development.~~

1001
 1002 Program-Specific Admissions Standards (see also Graduate Admissions)

1003 In addition to the School of Graduate Studies admissions requirements:

- 1004 1. Submit an essay detailing experiences and goals relevant to professional counseling;
- 1005 2. Submit three letters of recommendation from individuals with whom the applicant has
 1006 professional affiliation, such as former faculty members or supervisors; and
- 1007 3. Participate in an interview with program faculty.

1008
 1009 Non-Degree-Seeking Students

1010 Prospective students interested in registering for coursework to achieve credentialing in either of the
 1011 graduate counseling areas should contact the Non-Degree-Seeking Student Coordinator, Dr. Angela
 1012 McDonald (angela.mcdonald@uncp.edu), for information. Requests to take courses for credentialing
 1013 purposes must be made to the Coordinator and will be reviewed by program faculty. Non-degree-
 1014 seeking students, including graduates of either UNCP counseling program, should complete the School
 1015 of Graduate Studies application form following the procedures for Enrollment for Enrichment Purposes
 1016 and consult with the Non-Degree-Seeking Student Coordinator two months prior to the start of the
 1017 semester in which the students would like to register for courses. Students who are permitted to take
 1018 courses as non-degree-seeking students will attend an orientation session with the Coordinator. Non-
 1019 degree-seeking students are not permitted to take field placement courses at UNCP in either counseling
 1020 program.
 1021

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

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

1022

1023

1024 **Appendix A: Minutes of December 3, 2015**

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**Minutes
Subcommittee on Curriculum
Thursday, December 3, 2015
3:30 PM Room 251 University Center**

Members Present : Victor Bahhouth (S&BS to 2016), Chiuchu (Melody) Chuang (EDUC to 2016), Natricia Drake (Interim Registrar), 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), Roland Stout (NS&M to 2017), Emily Tobey (LETT to 2017), Marian Wooten (EDUC to 2017)

Members Absent: Terry Johnson (SGA Secretary), Joseph Van Hassel (ARTS to 2017), Andrew Yarborough (SGA Senator)

Guests: Mitu Ashraf, Economics; Rachel Morrison, Psychology; David Fricke, Accounting & Finance; Mario Paparozzi, Sociology & Criminal Justice; Xihyan Shi, Economics

1. Call to Order

2. Adoption of Agenda

- Change Line 276 (It does affect the degree pathway)
- Change Line 310 (It does change the degree pathway)

3. Approval of Minutes of November 5, 2015:

Minutes Approved: 10 passed, 0 against, 0 abstain

4. Proposal from the Department of Psychology (see p. 3 for proposal detail)

4.1 Course Proposal: revise prerequisites for PSY 2160

4.1 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

5. Proposal from the Department of Sociology and Criminal Justice (see pp. 4-5 for proposal detail)

5.1 Program Proposal: clarify total number of SOC/CRJ electives required for students completing a Bachelor of Arts in Criminal Justice (to update DARS reports)

Note: No change in the catalogue just the information in the registrar's office

5.1 Proposal Approved: 10 passed, 0 against, 0 abstain Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

6. Proposals from the Department of Accounting and Finance (see pp. 6-8 and Appendix B for proposal detail)

6.1 Course Proposal: revise prerequisites and description for FIN 3040

1072 6.1 Proposal Approved: Proposal Approved: 10 passed, 0 against, 0 abstain Proposal will be forwarded
1073 to the chairs of the Academic Affairs Committee and Senate for signatures only.

1074
1075 **6.2 Course Proposal:** create ACC 5100 Accounting Fraud in STEM Business

1076
1077 6.2 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will need a vote by the Academic
1078 Affairs Committee at the January 20 meeting.

1079
1080 **6.3 Course Proposal:** create FIN 5100 Ethical Issues in Finance

1081
1082 6.3 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will need a vote by the Academic
1083 Affairs Committee at the January 20 meeting.

1084
1085 **7. Proposals from the Department of Economics and Decision Sciences** (see pp. 9-12 and Appendix C
1086 for proposal detail)

1087 **7.1 Course Proposal:** revise prerequisites for DSC 2090

1088
1089 7.1 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
1090 Academic Affairs Committee and Senate for signatures only.

1091
1092 **7.2 Course Proposal:** revise title, description, and prerequisites for ECN 3040

1093
1094 Correction: Line 316 Should on page 9 should say “C or better” in MAT 1070 or higher an in ECON 2030
1095 (In order to cross list the course, they should have the same pre-requisite)

1096
1097 7.2 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
1098 Academic Affairs Committee and Senate for signatures only.

1099
1100 **7.3 Course Proposal:** create ECN 5100 Economics of Information

1101
1102 7.3 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will need a vote by the Academic
1103 Affairs Committee at the January 20 meeting.

1104
1105 **7.4 Program Proposal:** correct typo in list of required courses for B.S.B.A. with Economics Track

1106
1107 7.4 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the
1108 Academic Affairs Committee and Senate for signatures only.

1109
1110 **8. No Unfinished Business**

1111 **9. No New Business:**

1112 **10. Announcements:**

1113
1114 Electronic Catalogue is in the works and soon we will start the curriculum work flow process.
1115 Next Curriculum Committee meeting will be held on Thursday, February 4th at 3:30.

1116
1117 **11. Adjournment:**

1118 The meeting adjourned at 4:02 p.m.

1119

1120 **4. Proposal from the Department of Psychology**
1121 **4.1 Course Proposal:** delete SOC 2010 from list of prerequisite options for PSY 2160 Social Psychology
1122
1123 **Rationale:** the course SOC 2010 no longer exists
1124
1125 Dept vote: 6 for; 0 against; 0 abstain
1126 Affect others: No
1127 Cross-Listing: No
1128 Additional Resources: No
1129 Affects Articulation Agreement: No
1130 Affects Degree Pathway: No
1131 Affects CAA Degree Plan: No
1132
1133 COURSE DESCRIPTIONS:
1134 PSY 2160 Social Psychoogy
1135 Hours: 3
1136 Prerequisites: PSY 1010 ~~or SOC 2010~~
1137 Required: no
1138 Course description: PSY 2160. Social Psychology (3 credits) An introduction to the concepts, principles,
1139 theories, and research of social psychology. Social psychology is the study of social influence processes.
1140 Topics such as attitude change, perception of other people, interpersonal attraction, aggression,
1141 altruism, prejudice, and group dynamics will be covered. PREREQ: PSY 1010 ~~or SOC 2010~~
1142 Course title: Social Psychology
1143 Code: LEC

1144 **5. Proposal from the Department of Sociology and Criminal Justice**

1145 **5.1 Program Proposal:** This is a proposal to correct an inconsistency in the DARs for criminal justice
1146 majors and the print/online UNCP catalog. This proposal is also being submitted because the registrar's
1147 office has informed us that the core requirements listed in the DARs for criminal justice majors, while
1148 correct, do not have supporting documentation on file in the registrar's office.

1149
1150 **Rationale:** The criminal justice major required 36 hours of criminal justice courses. Of the 36, 21 hours
1151 are core courses, and 15 hours are elective courses. In fact the print/online UNCP course catalog states
1152 the aforementioned requirement for criminal justice majors correctly. The current DARs report for a
1153 criminal justice major indicates that 18 hours of criminal justice elective courses are required. In fact,
1154 only 15 hours of criminal justice electives are required as noted previously. We believe that the
1155 inconsistency between what is listed in DARs and what is listed in the print/online UNCP catalog,
1156 occurred either because our department did not submit the required paperwork, or because the
1157 previous registrar may have misplaced the paperwork. In any case, the reason is not important and we
1158 are seeking to align what is stated in the DARs report and what is stated in the print/online UNCP
1159 catalog. While cleaning up this error, it was discovered that CRJ 3010 is listed correctly in the DARs as a
1160 core requirement, but there is no official supporting paperwork for that listing. Therefore, this proposal
1161 is also being submitted so that the registrar has a complete file, which includes this supporting
1162 documentation.

1163 To summarize, this proposal seeks to change the DARs report for criminal justice elective
1164 requirements from 18 to 15, which is consistent with the online/print UNCP official catalog, and also to
1165 provide the registrar's office with supporting documentation for CRJ 3010, which is already listed
1166 correctly both in DARs and the print/online UNCP official catalog.

1167
1168 Dept vote: 17 for; 0 against; 0 abstain

1169 Affect others: No

1170 Cross-Listing: No

1171 Additional Resources: No

1172 Affects Articulation Agreement: No

1173 Affects Degree Pathway: No

1174 Affects CAA Degree Plan: No

1175

1176 Catalog Description of Program:

1177 **BACHELOR OF ARTS IN CRIMINAL JUSTICE***

1178 The purpose of the Criminal Justice Program is to provide students with a thorough
1179 understanding of the social organization and administration of the criminal justice system. Courses are
1180 offered in theories of crime and delinquency, law enforcement, the courts, corrections, and
1181 administration. A criminal justice agency internship is required for most students, but an additional
1182 criminal justice course may be substituted for students with extensive prior work experience related to
1183 criminal justice.

1184 The Criminal Justice major is fully articulated with many North Carolina community college
1185 criminal justice associate's degree programs and accepts equivalent transfer credits under negotiated
1186 articulation agreements for transfer students entering UNCP within five years of earning an associate's
1187 degree. Transfer students must earn at least 19 hours in UNCP criminal justice courses to earn the
1188 Criminal Justice degree from UNCP.

1189 *The Criminal Justice Program at UNC Pembroke is certified as meeting the educational and
1190 program requirements of the North Carolina Criminal Justice Education and Training Standards
1191 Commission.

| Requirements for a Bachelor of Arts Degree in Criminal Justice | | Sem. Hrs. |
|---|--|------------------|
| 1192 | Freshman Seminar | 1 |
| 1194 | General Education Requirements | 44 |
| 1195 | Criminal Justice Core (required): CRJ 2000, 2400*, 3000, 3010, 3600*, | 21 |
| 1196 | 3610*, 4000 | |
| 1197 | Criminal Justice Electives: five additional courses with a CRJ prefix or | 15 |
| 1198 | cross-listed with CRJ | |
| 1199 | University-wide Electives | 39 |

Total: 120

1201 * Cross-listed equivalents of SOC 2400, SOC 3600, SWK 3600 and SOC 3610 may be substituted.

1202

1203 ***A listing of the criminal justice courses offered at UNCP and their descriptions can be found in the***
 1204 ***university's academic course catalog at:***

1205 http://www.uncp.edu/sites/default/files/Images_Docs/Academics/catalog/pdf/soc_cj.pdf

1206

1207 **6. Proposals from the Department of Accounting and Finance**

1208 **6.1 Course Proposal:** Change prerequisites for FIN 3040 “Money, Financial Markets and Institutions” to
1209 remove the prerequisite of “MAT 2150 or 2210” and replace with “MAT 1070 (or higher).” Change
1210 catalog course description to simplify and clarify the course.

1211
1212 **Rationale:** Calculus is not necessary for the course, and is not used in the delivery of this course
1213 material. Removal of this unnecessary requirement will reduce enrollment backlog and bottlenecks
1214 caused by prerequisites. Simplification of the course description will clarify the content and make the
1215 description more consistent with the course material.

1216
1217 Dept vote: 6 for; 0 against; 0 abstain
1218 Affect others: School of Business degree programs. It is part of the B.S.B.A. and B.S. Acc. “Common Body
1219 of Business Knowledge.”
1220 Cross-Listing: Cross listed with ECN 3040 “Central Banks and the Economy” (name change *from* “Money
1221 Financial Markets and Institutions” pending).
1222 Additional Resources: No
1223 Affects Articulation Agreement: No
1224 Affects Degree Pathway: Yes
1225 Affects CAA Degree Plan: No

1226
1227 COURSE DESCRIPTIONS:
1228 FIN 3040 Money, Markets, and Financial Institutions
1229 Hours: 3
1230 Prerequisites: A “C” or better in MAT ~~2150 or 2210~~ 1070 (or higher) and in ECN 2030
1231 Required: no
1232 Equivalent to: ECN 3040
1233 Course description: Study of money, financial institutions and markets and their roles in the economy.
1234 Coverage includes organization and functions of financial intermediaries, structure of financial markets
1235 and financial instruments. ~~., application of time value of money to bond pricing and yield calculations,~~
1236 ~~algebraic approach to the supply and demand for money and interest rate determination, term- and risk~~
1237 ~~structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to~~
1238 ~~analyzing the effects of money and credit on national income, prices, and interest rates. While this~~
1239 ~~course is substantially the same as ECN 3040 and covers the same set of topics, it places more emphasis~~
1240 ~~on the structure and functions of financial institutions and instruments and the role they play in guiding~~
1241 ~~resources within the economy.—~~“C” or better in MAT 2150 or 2210 1070 (or higher) and in ECN
1242 2030Credit, 3 semester hours.
1243 Course title: Money, Markets, Fin Inst
1244 Code: LEC

1245
1246
1247 **6.2 Course Proposal:** Create ACC 5100 Accounting Fraud in the STEM Business. This new MBA-level
1248 course is designed to provide students with a better understanding of the role accounting plays in fraud
1249 prevention. The course will focus specifically on a short overview of financial accounting principles and
1250 then case analyses of significant frauds perpetrated at various science, technology, engineering, and
1251 math businesses. This course is being proposed as an elective in the MBA program, also available to UNC
1252 system Professional Science Master’s degree students. The course spans 5 weeks, provides 1 graduate
1253 credit hour, and there are no prerequisites. The course will be offered in conjunction with two other 1
1254 credit hour courses and students will have the option to take all three courses in sequence in the course

1255 of a semester. The class will be conducted via IVF for transmission to other campuses, and it will also
1256 have an online component. See the attached syllabus for further details.

1257
1258 **Rationale:** This course is designed to help students see beyond the perceived drudgery that typically
1259 accompanies principles- and foundational-level accounting courses. The intent is to conduct a very brief
1260 survey of accounting principles (focused almost exclusively on the 3 major financial statements) and
1261 then turn immediately to the high-interest topic of fraud. This is a case-based course that analyzes six
1262 major business frauds and specifically discusses the role that research personal should play in
1263 identifying, mitigating, and preventing fraud.

1264 This course is intended primarily for students in PSM degrees on other UNC campuses; however,
1265 MBA students at UNCP will be allowed to take the course for elective credit. Students in PSM degrees
1266 are required to take 9-15 credits of professional skills electives (most of them in business) as part of
1267 their masters degrees. The UNC system presently faces a shortage of available seats in professional
1268 skills courses (particularly those in business) because recent years' budget cuts caused business schools
1269 on the three largest campuses (UNC-CH, UNCC, NCSU) to focus primarily on course offerings for their
1270 business majors and not support offerings for other campus programs. As a result, this is an excellent
1271 opportunity to our School of Business to expand its graduate enrollment significantly without additional
1272 marketing or degree development.

1273
1274 Dept vote: 6 for; 0 against; 0 abstain

1275 Affect others: No

1276 Cross-Listing: No

1277 Additional Resources: YES: We would need to have access to the School of Business IVF room or
1278 appropriate equipment to broadcast in Blackboard Collaborate from another location (document
1279 camera, web cam).

1280 Affects Articulation Agreement: No

1281 Affects Degree Pathway: No

1282 Affects CAA Degree Plan: No

1283
1284 COURSE DESCRIPTIONS:

1285 ACC 5100 Accounting Fraud in STEM Business

1286 Hours: 1

1287 Prerequisites: none

1288 Required: no

1289 Course description: Accounting & Fraud in STEM Businesses addresses the role of research personnel
1290 and other clinicians in preventing financial (and other) fraud in scientific, technical, and engineering
1291 firms. The course includes an introduction to accounting principles, studies the role of internal control
1292 systems, and examines case studies of STEM firms facing significant internal control failures. There are
1293 no prerequisites for this course. Credit, 1 semester hour.

1294 Course title: Accounting Fraud in STEM

1295 Code: LEC

1296

1297

1298

1299 **6.3 Course Proposal:** Create FIN 5100 Ethical Issues in Finance. This new MBA-level course is designed to
1300 provide students with a deeper understanding of the different ethical dilemmas analysts, managers, and
1301 other finance professionals may encounter in the workplace. This course is being proposed as an
1302 elective in the MBA program, also available to UNC system Professional Science Master's degree

1303 students. The course spans 5 weeks, provides 1 graduate credit hour, and there are no prerequisites.
1304 The class will be conducted via IVF for transmission to other campuses, and it will also have an online
1305 component. See the attached syllabus for further details.

1306
1307 **Rationale:** This course is designed to help students understand the different ethical dilemmas often
1308 present in the world of finance. Concepts include material insider information, agency problems, ethical
1309 issues in international finance, and social responsibility. The course will utilize current events and case
1310 studies that analyze ethical perspectives from all corporate finance stakeholder viewpoints
1311 (shareholders, managers, employees, and consumers). Students will be required to address case studies
1312 in groups, arriving at collaborative remedies for different ethical issues.

1313
1314 Dept vote: 6 for; 0 against; 0 abstain

1315 Affect others: No

1316 Cross-Listing: No

1317 Additional Resources: YES: We would need to have access to the School of Business IVF room.

1318 Affects Articulation Agreement: No

1319 Affects Degree Pathway: No

1320 Affects CAA Degree Plan: No

1321
1322 COURSE DESCRIPTIONS:

1323 FIN 5100 Ethical Issues in Finance

1324 Hours: 1

1325 Prerequisites: none

1326 Required: no

1327 Course description: Ethical Issues in Finance focuses on the different ethical dilemmas analysts,
1328 managers, and other finance professionals encounter in the workplace. Concepts include material
1329 insider information, agency problems, ethical issues in international finance, and social responsibility.
1330 The course will utilize current events and case studies that analyze ethical perspectives from
1331 shareholder, manager, employee, and consumer viewpoints. Credit, 1 semester hour.

1332 Course title: Ethical Issues in Finance

1333 Code: LEC

1334

1335

1336 **7. Proposals from the Department of Economics and Decision Sciences**

1337 **7.1 Course Proposal:** Remove DSC 1090 as the prerequisite for DSC 2090 Spreadsheet and Database
1338 Management on page 289 of 2015-2016 catalog. Add and modify the catalog course description
1339 accordingly.

1340
1341 **Rationale:** The course DSC 1090 has been erased from the catalog so it should not be listed as a pre-
1342 requisite for DSC 2090. Appropriate modification is made in the catalog course description to reflect the
1343 general prerequisite.

1344
1345 Dept vote: 5 for; 0 against; 0 abstain
1346 Affect others: YES

- 1347 • Department of Accounting and Finance -- Common Body of Knowledge course.
- 1348 • Department of Management, Marketing, and International Business – Common Body of
1349 Knowledge course.
- 1350 • Entrepreneurship track in Entrepreneurship Program– Common Body of Knowledge course

1351 Cross-Listing: No

1352 Additional Resources: No

1353 Affects Articulation Agreement: No

1354 **Affects Degree Pathway: YES++++**

1355 Affects CAA Degree Plan: No

1356

1357 COURSE DESCRIPTIONS:

1358 DSC 2090 Spreadsheet and Database Management

1359 Hours: 3

1360 Prerequisites: ~~DSC 1090~~ none

1361 Required: no

1362 Course description: A comprehensive advanced-level course in spreadsheet analysis and database
1363 management. The focal point of this course will be on the use of spreadsheet analysis and database
1364 management to address contemporary business problems. Students should have experience using
1365 spreadsheets.

1366 Course title: Spreadsheet Database Mgmt

1367 Code: LEC

1368

1369

1370 **7.2 Course Proposal:** Change the course title of ECN 3040 from “Money, Financial Markets, and
1371 Institutions” to “Central Banks and the Economy,” Remove current prerequisites of MAT 2150 and MAT
1372 2210, and Amend and simplify course description in the catalog.

1373
1374 **Rationale:** The new title better represents the course content and it differentiates it from FIN 3040,
1375 which is also titled “Money, Financial Markets, and Institutions.” The content of the course does not
1376 require the use of Calculus. Better reflection of the course content in the catalog.

1377

1378 Dept vote: 5 for; 0 against; 0 abstain

1379 Affect others: YES

- 1380 • Department of Accounting and Finance. The proposed change clarifies the differences between
1381 ECN 3040 and FIN 3040. Common Body of Knowledge course.
- 1382 • Department of Management, Marketing, and International Business – Common Body of
1383 Knowledge course.

1384 • Entrepreneurship track in Entrepreneurship Program– Common Body of Knowledge course
1385 Cross-Listing: FIN 3040. The proposed change clarifies the differences between ECN 3040 and FIN 3040.
1386 Additional Resources: No
1387 Affects Articulation Agreement: No
1388 Affects Degree Pathway: YES++++
1389 Affects CAA Degree Plan: No

1390
1391 COURSE DESCRIPTIONS:

1392 ECN 3040 ~~Money, Financial Markets, and Institutions~~ Central Banks and the Economy

1393 Hours: 3

1394 Prerequisites: A “C” or better in MAT ~~2150 or 2210~~ 1070 (or higher) and in ECN 2030

1395 Required: no

1396 Course description: Study of money, financial institutions, and markets and their roles in the economy.

1397 Coverage includes ~~organization and~~ functions of financial intermediaries, structure of financial markets

1398 and financial instruments, application of time value of money to bond pricing and yield calculations,

1399 algebraic approach to the supply and demand for money and interest rate determination, term- and risk

1400 structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to

1401 analyzing the effects of money and credit on national incomes, prices, and interest rates. ~~While this~~

1402 ~~course is substantially the same as FIN 3040 and covers the same set of topics, it places more emphasis~~

1403 ~~on policy-oriented macroeconomic analysis.~~ Credit, 3 semester hours. PREREQ: A “C” or better in MAT

1404 ~~2150 or 2210~~ 1070 (or higher) and in ECN 2030

1405

1406 Course title: Central Banks and Economy

1407 Code: LEC

1408

1409

1410 **7.3 Course Proposal:** Create ECN 5100 Economics of Information. This course will be offered over a 5
1411 week period and will provide an introduction to informational problems in economic analysis. It
1412 develops basic economic models under asymmetric information and studies the effects of digitization
1413 and technology on industry, organizational structure, and business strategy. The course will cover topics
1414 including the pricing of information goods, open source and innovation, search and competition,
1415 targeted advertising, information analytics, social networks, and a variety of other topics. Economic
1416 principles will be illustrated using case studies and team projects. See the attached syllabus for further
1417 details.

1418 This course is being proposed as an elective in the MBA program, also available to UNC system

1419 Professional Science Master’s degree students. The course spans 5 weeks, provides 1 graduate credit

1420 hour, and there are no prerequisites. The class will be conducted via Interactive Video Facility for

1421 transmission to other campuses, and it will also have an online component.

1422

1423 **Rationale:** The growth of the information technology sector has changed the nature of economics and

1424 business practices by impacting the collection and analysis of data. This course explores the role of

1425 information economics in business. It provides an excellent foundation for careers in business

1426 management, both within the firm and as a consultant. The “Economics of Information” course proposal

1427 would complement virtually every Professional Science Master’s program offered in the technology and

1428 business fields.

1429

1430 Dept vote: 5 for; 0 against; 0 abstain

1431 Affect others: No

1432 Cross-Listing: No
 1433 Additional Resources: No
 1434 Affects Articulation Agreement: No
 1435 Affects Degree Pathway: No
 1436 Affects CAA Degree Plan: No
 1437
 1438 COURSE DESCRIPTIONS:
 1439 ECN 5100 Economics of Information
 1440 Hours: 1
 1441 Prerequisites: none
 1442 Required: no
 1443 Course description: This course provides an introduction to informational problems in economic
 1444 analysis. It introduces basic economic models under asymmetric information and studies the effects of
 1445 digitization and technology on industry, organizational structure, and business strategy. The course
 1446 covers topics including the pricing of information goods, open source and innovation, search and
 1447 competition, targeted advertising, information analytics, social networks, and a variety of other topics.
 1448 Economic principles are illustrated using case studies and team projects.
 1449 Course title: Economics of Information
 1450 Code: LEC

1451
 1452
 1453
 1454 **7.4 Program Proposal:** Correct an editorial error in the course number – from “3500” to “3050”. On
 1455 page 288 of 2015-2016 catalog, at around the middle of the page, under the line “Track __Economics”,
 1456 ECN 3010*, **3500**, and two additional..., “3500” should be replaced with “3050.”

1457
 1458 **Rationale:** Correct an editorial error to preserve the accuracy of the degree program offered.

1459
 1460 Dept vote: 5 for; 0 against; 0 abstain
 1461 Affect others: No
 1462 Cross-Listing: No
 1463 Additional Resources: No
 1464 Affects Articulation Agreement: No
 1465 Affects Degree Pathway: No
 1466 Affects CAA Degree Plan: No

1467
 1468 Catalog Description of Program:
 1469 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

| Requirements for a Bachelor of Science in Business Administration | Sem. Hrs. |
|--|-----------|
| Freshman Seminar | 1 |
| General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030 | 44 |
| BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses to satisfy the School’s international course requirement: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130* | 45 |

| | |
|---|-------------------|
| Track (see below): choose one Economics, Finance | 12 |
| Business Electives (3000 or 4000 level) | 6 |
| General Electives | 12 |
| | Total: 120 |

1470 *A study-abroad program approved by the department chair and the dean/assistant dean may replace
1471 this requirement.

1472 *ECN track students may not use ECN 4400 to fulfill this requirement.

1473 *FIN track students may not use FIN 4210 to fulfill this requirement.

1474

1475 **Tracks:** select one

1476 **Economics Track*** (12 hours): ECN 3010**, ~~3500~~ 3050, and two additional 3000- or 4000-level
1477 economics courses (ECN or ECNS)

1478 *In addition to the University graduation requirements, all B.S. in Business Administration–
1479 Economics Track majors must attain an overall 2.00 QPA in the 12 semester hours listed above to fulfill
1480 the economics track.

1481 **ECN 3010 cannot be taken as part of the BSBA Common Body of Knowledge

1482

1483 **Appendix A: Minutes of November 5, 2015**

1484

1485 **Minutes (pending approval)**

1486 **Subcommittee on Curriculum**

1487 **Thursday, November 5, 2015**

1488 **3:30 PM Room 251 University Center**

1489

1490 **Members Present:** Victor Bahhouth (S&BS to 2016), Chiuchu (Melody) Chuang (EDUC to 2016), Natricia
1491 Drake (Interim Registrar), Terry Johnson (SGA Secretary), Jaime Martinez, Chair (LETT to 2016), Elizabeth
1492 Normandy (VC of AA Designee), José Rivera, Secretary (ARTS to 2016), Maria Santisteban (NS&M to
1493 2016), Roland Stout (NS&M to 2017), Emily Tobey (LETT to 2017), Joseph Van Hassel (ARTS to 2017),
1494 Marian Wooten (EDUC to 2017),

1495

1496 **Members Absent:** Emily Neff-Sharum (S&BS to 2017), Andrew Yarborough (SGA Senator)

1497

1498 **Guest:** Sandy Jacobs, Director of Service Learning

1499

1500 **1. Call to Order 3:30 p.m.**

1501 **2. Nomination and Election of Recording Secretary Unanimous vote: José Rivera, secretary**

1502 **3. Adoption of Agenda** approved unanimously

1503 **4. Approval of Minutes of October 1, 2015** approved unanimously

1504

1505

1506 **5. Proposals from the Department of Music** (see pp. 3-5 for proposal detail)

1507

1508 **5.1 Course Proposal:** Delete MUS 2360, 2370, 4320, 4550, and 4900

1509 **5.2 Program Proposal:** Revise improvisation requirements in Jazz Studies Minor

1510 **5.3 Program Proposal:** Delete unnecessary note in program requirements for Music Minor

1511

1512 11-0-0 approved the proposed requests for Music 5.1-5.3

1513 5.2 Proposal will go to Academic Affairs committee on Nov 18 and to Senate on Dec 2

1514 Dr. Joseph Van Hassell represented the Music Department

1515

1516

1517 **6. Proposals from the Department of Chemistry and Physics** (see pp. 6-7 for proposal detail)

1518 **6.1 Course Proposal:** revise prerequisites for PHY 3560

1519 **6.2 Program Proposal:** revise requirements for Environmental Chemistry track (CENV)

1520 **6.3 Program Proposal:** delete PHY 4480 from Academic Concentration in Physics

1521

1522 11-0-0 approved the proposed requests for Chemistry 6.1-6.3

1523 6.2-6.3 proposals will go to Academic Affairs (Nov 18) and Senate Dec 2

1524 Dr. Roland Stout represented the Chemistry Department

1525

1526

1527 **7. Proposal from the Department of History** (see p. 8 for proposal detail)

1528 **7.1 Program Proposal:** delete two elective options from Minor in American Studies

1529

1530 11-0-0 approved the proposed request for History 7.1

1531 These proposals will need to go to Academic Affairs (Nov 18) and Senate Dec 2
1532 Dr. Jaime Martinez represented the History Department

1533
1534
1535

1536 **8. Unfinished Business**

1537 **9. New Business**

1538 **No new Business**

1539 **10. Announcements**

1540 **The committee will meet on December 3rd but not in January**

1541

1542 **11. Adjournment at 3:45 pm**

1543

1544 **5. Proposals from the Department of Music**

1545 **5.1 Course Proposal:** Delete MUS 2360 Improvisation I, MUS 2370 Improvisation II, MUS 4320
1546 Counterpoint, MUS 4550 Special Projects in Music Industry, MUS 4900 Service Playing

1547

1548 **Rationale:** These courses are not part of any music degree program and have not been taught in several
1549 years.

1550

1551 Dept vote: 12 for; 0 against; 0 abstain

1552

Affect others: No

1553

Cross-Listing: No

1554

Additional Resources: No

1555

Affects Articulation Agreement: No

1556

Affects Degree Pathway: No

1557

Affects CAA Degree Plan: No

1558

1559 **DELETE:**

1560

~~MUS 2360. Improvisation I~~

1561

~~A course in the development of improvisational skills through the study and application of theoretical
1562 and stylistic principles common to the jazz idiom. Credit, 2 semester hours. PREREQ: MUS 1150 or
1563 permission of instructor.~~

1564

1565

~~MUS 2370. Improvisation II~~

1566

~~A continuation of MUS 2360. Credit, 2 semester hours. PREREQ: MUS 2360.~~

1567

1568

~~MUS 4320. Counterpoint~~

1569

~~A study primarily of eighteenth-century contrapuntal techniques with a written work in two and three
1570 part writing. Credit, 2 semester hours. PREREQ: MUS 2150.~~

1571

1572

~~MUS 4550. Special Projects in Music Industry~~

1573

~~An independent study project culminating the student's sequence of studies with a substantive research
1574 project resulting in a major paper or comparable original work. Credit, 3 semester hours.~~

1575

1576

~~MUS 4900. Service Playing~~

1577 ~~A study of the musical liturgy of the Catholic, Jewish, and Protestant services. Students should be free~~
1578 ~~for Sunday morning church visitations. Credit, 1 semester hour. PREREQ: 3 semesters of MUSP 1021 or~~
1579 ~~1521/MUSP 1041 or 1541 or the equivalent.~~

1580
1581
1582

1583 **5.2 Program Proposal:** The Department of Music proposes amending the Minors in Jazz Studies by
1584 deleting MUS 2360 and 2370 (Improvisation I & II) which have not been offered for several years. The
1585 number of required hours in improvisation will not change since students are still required to enroll in
1586 Private Improvisation (MUSP 1171).

1587

1588 **Rationale:** This proposed change aligns the jazz minor course listings in the catalog with the
1589 department’s current course offerings. No substantive changes are being proposed.

1590

1591 Dept vote: 12 for; 0 against; 0 abstain

1592 Affect others: No

1593 Cross-Listing: No

1594 Additional Resources: No

1595 Affects Articulation Agreement: No

1596 Affects Degree Pathway: No

1597 Affects CAA Degree Plan: No

1598

1599 PROGRAM INFORMATION:

1600 **MINOR IN JAZZ STUDIES for Non-Music Majors**

1601 A program designed to equip students to perform and teach music in the jazz idiom.

1602 **Required Courses**

Sem. Hrs.

1603 MUS 1040, 4220, 4230, 4240 6

1604 3 hours of ~~from~~ MUSP 1171, ~~MUS 2360, 2370~~ 3

1605 3 hours of MUSP (other than 1171) 3

1606 6 hours of MUS 1561, 1621, 1741 6

1607

Total: 18

1608

1609 **MINOR IN JAZZ STUDIES for Music Majors**

1610 A program designed to equip music majors to perform and teach music in the jazz idiom.

1611 **Required Courses**

Sem. Hrs.

1612 MUS 1040, 3460, 4220, 4230, 4240 8

1613 4 hours of ~~from~~ MUSP 1171, ~~MUS 2360, 2370~~ 4

1614 6 hours of MUS 1561, 1621, 1741 6

1615

Total: 18

1616

1617

1618 **5.3 Program Proposal:** The Music Department proposes that the asterisk following “Music Electives” in
1619 the Minor of Music catalog entry be deleted.

1620

1621 **Rationale:** The statement to which the asterisk refers has been missing from the catalog since the 2001-
1622 2002 edition. The statement should read: “A minimum of 4 hours to chosen under the supervision of a
1623 Music Department advisor.” This statement seems unnecessary.

1624

1625 Dept vote: 12 for; 0 against; 0 abstain
 1626 Affect others: No
 1627 Cross-Listing: No
 1628 Additional Resources: No
 1629 Affects Articulation Agreement: No
 1630 Affects Degree Pathway: No
 1631 Affects CAA Degree Plan: No

1632
 1633 PROGRAM INFORMATION:

1634
 1635 **MINOR IN MUSIC**

1636 A program designed to provide opportunities for any student to develop an understanding and
 1637 appreciation of music as part of a liberal arts education. Students who plan to minor in music should
 1638 consult with the Department Chair to acquire a music advisor in addition to their major advisor.

| 1640 Required Courses | Sem. Hrs. |
|---|------------------|
| 1641 MUS 1140 and MUSL 1140 | 4 |
| 1642 MUS 1330 or 1810 or MUSP 1021 | 1 |
| 1643 MUS 1340 or 1820 or MUSP 1021 | 1 |
| 1644 MUS 1020 (3 hrs); 3 hours of a Major Ensemble (at least 2 hours of MUS 1645 1001 and up to 1 hour of MUS 1381 or 3 hours of MUS 1411) | 6 |
| 1646 Applied Music (MUSP) | 2 ¹ |
| 1647 Music Electives* | 4 |
| | Total: 18 |

1648
 1649
 1650 **6. Proposals from the Department of Chemistry and Physics**

1651 **6.1 Course Proposal:** Fix incorrectly listed prerequisite for PHY 3560 Modern Electronics. The course
 1652 description lists PHY 1150, but it should be PHY 1500.

1653
 1654 **Rationale:** typo that has gone uncorrected in catalog for years

1655
 1656 Dept vote: 14 for; 0 against; 0 abstain
 1657 Affect others: No
 1658 Cross-Listing: No
 1659 Additional Resources: No
 1660 Affects Articulation Agreement: No
 1661 Affects Degree Pathway: No
 1662 Affects CAA Degree Plan: No

1663
 1664 COURSE DESCRIPTIONS:

1665 PHY 3560 Modern Electronics
 1666 Hours: 3
 1667 Prerequisites: PHY ~~1150~~ 1500 or 1510 or 2010 or equivalent
 1668 Required: no

¹ If MUSP 1021 is chosen as the keyboard option, two additional semesters of MUSP 1021 may be used to fulfill this requirement.

1669 Course description: An introduction to Analog and Digital Electronics. Problems and techniques of
 1670 interfacing with laboratory instruments and computers. Credit, 3 semester hours. PREREQ: PHY ~~1150~~
 1671 1500 or 1510 or 2010 or equivalent.
 1672 Course title: Modern Electronics
 1673 Code: LEC

1674
 1675
 1676 **6.2 Program Proposal:** Revise requirements for Environmental Chemistry track (CENV) in B.S. in
 1677 Chemistry Program. ENV 2100 is listed, but it should be ENV 1100.
 1678

1679 **Rationale:** The Biology Department changed ENV 2100 to ENV 1100 during the 2010-2011 Academic
 1680 Year, but the CENV track had not been updated accordingly. Because the courses are equivalent in
 1681 Braveweb, it has not affected students' progress through the program and therefore went unnoticed.
 1682

1683 Dept vote: 14 for; 0 against; 0 abstain
 1684 Affect others: No
 1685 Cross-Listing: No
 1686 Additional Resources: No
 1687 Affects Articulation Agreement: No
 1688 Affects Degree Pathway: No
 1689 Affects CAA Degree Plan: No

1690
 1691 PROGRAM REQUIREMENTS:
 1692 BACHELOR OF SCIENCE IN CHEMISTRY

| Requirements for a Bachelor of Science Degree in Chemistry | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar | 1 |
| General Education Requirements* | 44 |
| Core Major Requirements | |
| BIO 1000 | 3 |
| CHM 1100, 1110, 1300, 1310, 2260, 2270, 2500, 2510, 3980, 4100 | 30 |
| PHY 1500, 1510, 1560, 1570 or PHY 2000, 2010, 2060, 2070 | 8 |
| MAT 1070 and 1080 (or equivalent 1090), 2210, 2220 | 14(12) |
| **Track Option (see listings below) | 34(36) |
| | Total: 122 |

1693 ***Twelve hours of General Education courses are listed separately above as specific core requirements.**

1694 ****B.S. in Chemistry Track Option Course Requirements**

| Track (Major Code) | Sem. Hrs. |
|----------------------------|-----------|
| Environmental (CENV) | |
| CHM 2300, 3110, 3120, 4270 | 12 |
| ENV 2100 1100 | 3 |
| GLY 1150, 2620 | 6 |
| GLYL 1150 | 1 |
| Electives | 12 (14) |

1695
 1696
 1697 **6.3 Program Proposal:** Delete PHY 4480 from requirements for an Academic Concentration in Physics.

1698
 1699 **Rationale:** Course was deleted years ago.

1700
 1701 Dept vote: 14 for; 0 against; 0 abstain
 1702 Affect others: No
 1703 Cross-Listing: No
 1704 Additional Resources: No
 1705 Affects Articulation Agreement: No
 1706 Affects Degree Pathway: No
 1707 Affects CAA Degree Plan: No

1708
 1709 PROGRAM REQUIREMENTS:
 1710 ACADEMIC CONCENTRATION
 1711 For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical
 1712 Education, the Department offers an Academic Concentration of 24 hours in Physics. This Academic
 1713 Concentration is available to other students, regardless of major.

| Required Courses for an Academic Concentration in Physics | Sem. Hrs. |
|---|------------------|
| PHY 1500, 1560, 1510, 1570, 2180, 2560, 3000, 3200, 3260, 4480 | |
| | Total: 24 |

1714
 1715 **7. Proposal from the Department of History**

1716 **7.1 Program Proposal:** The Minor in American Studies lists HST 4100 and SOC 3820 as course options.
 1717 These courses have been deleted in the last few years and should be removed from the list of course
 1718 options in the catalog. In addition, department and course codes throughout the entire entry have been
 1719 edited for ease of understanding and consistency.

1720
 1721 **Rationale:** Because the courses do not exist as options, the inclusion of them in the catalog is misleading
 1722 and by removing them, students will have a more accurate rendering of the path toward a Minor in
 1723 American Studies. By revising the Catalog to remove the two non-existent courses, students will more
 1724 fully understand the proper course offerings.

1725
 1726 Dept vote: 11 for; 0 against; 0 abstain
 1727 Affect others: No
 1728 Cross-Listing: No
 1729 Additional Resources: No
 1730 Affects Articulation Agreement: No
 1731 Affects Degree Pathway: No
 1732 Affects CAA Degree Plan: No

1733
 1734 PROGRAM REQUIREMENTS:

| Requirements for a Minor in American Studies | Sem. Hrs. |
|--|-----------|
| Core Requirements* HST 1010, HST 1020, HST 2010 | 9 |
| Cultural Studies Elective Courses** One course (3 hours) from History: AIS 3600; HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260, 3410, 3610, 3620, 3800, 3820, 4040, 4050, 4060, 4070, 4100 , 4130, 4360 | 9 |

| | |
|---|------------------|
| <p>One course (3 hours) from Arts and Literature: AIS 3400; ART 3750; ENG 3100, 3130, 3140, 3440, 3470, 4230/4240; MUSS 3xxx; Music: Special Topics; PHIS 4xxx; Philosophy and Religion: PHI-Special Topics only; REL 4150; THES 3xxx; Theatre: Special Topics</p> <p>One course (3 hours) from Social Sciences***: AIS 4020, 4050, 4250, 4600; Geology/Geography GGY 3720, 3770; PLS 3010, 3020, 3040, 3050, 3060, 3100, 3110, 3120, 4020 (<i>please see the current Academic Catalog for prerequisites</i>); SOC 3820, 3870, 3880; Mass Communication: JRN 3170; MCMS 4xxx , Special Topics</p> | |
| | Total: 18 |

- 1735 *It is strongly suggested that students complete HST 1010/1020 prior to enrolling in ~~AST~~ HST 2010.
- 1736 **A student must draw on classes from at least two different departments to satisfy the Cultural Studies
- 1737 Elective requirement. ~~Permission to include~~ ~~Permission of American Studies Coordinator is required to~~
- 1738 ~~use Special Topics Courses to fulfill Cultural Studies Requirements. Please obtain permission prior to~~
- 1739 ~~registration. special topics courses from any department requires permission of the American Studies~~
- 1740 ~~Coordinator or Department of History Chair prior to registration.~~
- 1741 ~~***Please see "Courses Accepted for Credit toward the Completion of the Minor in American Studies"~~
- 1742 ~~on the Department of History webpage [http://uncp.edu/history/degrees/] for accepted courses and~~
- 1743 ~~consult with the American Studies Coordinator.~~
- 1744

1745 **Appendix B: Syllabi from the Department of Accounting and Finance**

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ACCT 51XX – Accounting and Fraud in the STEM Business
Richard S. Barnes, J.D., MACC, EA

E-mail: richard.barnes@uncp.edu
Office: BA 104 – I will not be on campus at any time during Maymester.
Phone: 910-521-6173
Office Hours: Wednesday 10:00am-Noon*
Tuesday & Thursday, 11:30am-12:30pm*
(Skype Id: “**RBarnes_UNCP**” without the quotes, but with the underscore)
Class Meetings: This class will meet twice a week in a Blackboard Collaborate Session for 75 minutes for class discussions.

Students with questions are encouraged to come to or Skype with me during office hours.

*I may adjust this time early in the semester and will post that announcement prominently in the course and send a blast email.

Course Description

This course is intended to provide you with a basic understanding of accounting principles, help you understand the role internal control systems play in organizations, and understand the role of research and clinical personnel in preventing fraud.

This course is divided into five modules:

- Module 1** Orientation to Financial Statements
- Module 2** Components of Internal Control
- Module 3** Why Internal Control Matters
- Module 4** Financial Case Studies in Internal Control Failures
- Module 5** Research Case Studies in Internal Control Failures

Required Texts: Mott, G., *Accounting for Non-Accountants* 6th edition
Coenen, T., *Essentials of Corporate Fraud*
Supplemental Readings Posting on Blackboard

Course Format: The course will entail a combination of readings, online modules, message board discussions, live discussions, and student reactions to materials related to business law. In addition to the assigned readings I will regularly initiate message board discussions on topics from the textbook and outside sources. Students are expected to participate in discussions and are encouraged to themselves post articles related to course topics.

Time Commitment: This is a one credit course. **Please budget at least 2-3 hours each week for this course.**

1790 **Reading Schedule:** The schedule provides an *estimate* of what subjects will be covered on what weeks
1791 and is subject to adjustment by the professor as the course progresses. Please complete the reading
1792 assignments early each week as proper discussion of the material is impossible without a basic
1793 understanding of the material.

1794
1795 **Students with Disabilities:** Any student with a documented disability needing academic adjustments is
1796 requested to speak directly to Disability Support Services and the instructor, as early in the semester
1797 (preferably within the first week) as possible. All discussions will remain confidential. Please contact
1798 Professor Barnes at richard.barnes@uncp.edu and Disability Support Services (located at the DF Lowry
1799 Building, Room 107) at 910-521-6695 for an appointment or email dss@uncp.edu. The mission of
1800 Disability Support Services is to create an accepting, accessible community where people's abilities and
1801 disabilities are honored as parts of the human experience. Disability Support Services strives to provide
1802 individuals with the tools by which they can better accomplish their educational goals.

1803 **Case Approach:** The textbook contains a plethora of court decisions. These decisions can be found in
1804 each chapter assigned for reading. The cases are often offset from the reading in boxes that in most
1805 textbooks indicate they are supplemental in nature or less important; however, in law the cases are
1806 critically important. Do not overlook them in your reading. *You will be held responsible for all cases in*
1807 *the assigned chapters as well as for any assigned questions and case problems at the end of each*
1808 *chapter.*

1809
1810 **Student Support Services (tutoring, counseling, advising, career development and more!):**
1811 Student Support Services provides free tutoring for undergraduate students enrolled in general
1812 education courses and select upper level math and biology courses during the academic year. Other
1813 supportive services include counseling, academic advising, career development, study skills assistance,
1814 cultural enrichment activities, financial literacy, and assistance with completing financial aid paperwork.

1815
1816 You can learn more about SSS by selecting TRIO Programs from the Quick Links Menu on the UNCP
1817 homepage. To become a participant, you must complete an application that will be reviewed to
1818 determine your eligibility to receive services according to federal guidelines. You can pick up
1819 applications between 8:00 a.m. and 5:00 p.m. in Jacobs Hall, Suite B (1st floor). For more information,
1820 call (910) 521-6276.

1821

1822 **Grading**

1823

1824 The grading breakdown will be as follows:

1825

1826 Class Discussions 30%

1827 Team Case Presentation 20%

1828 Team Case Paper 20%

1829 Written Assignments 30%

1830 TOTAL 100%

1831
1832 Class Participation: **Evaluating class participation is a very difficult task in a traditional setting and is**
1833 **even more difficult online, but is based chiefly on student participation in classroom discussions and**
1834 **in an online setting message boards.**

1835
1836 Case Presentation & Paper: **Students will divide into teams of 2-3 students in the first week. In the**
1837 **final two weeks of the course student teams will present and lead discussion on one of the course's**
1838 **principal cases. Your presentation will be evaluated by the instructor, your classmates, and your**
1839 **teammates. Your paper will be evaluated by the instructor alone and should be a detailed analysis of**
1840 **your assigned case and should be no more than ten pages in length.**

1841
1842 **Written Assignments:** Students are responsible for a 1-2 page written assignment on each principal
1843 case discussed in class. You will prepare your assignment after we discuss the case in class in response
1844 to a provided writing prompt. Written assignments will be submitted using the Blackboard SafeAssign
1845 system. Your submission must be a well written, original submission. Assignments whose originality
1846 score in SafeAssign is above 30% will not be scored and the student will need to revise the assignment
1847 and resubmit. All written assignments should be prepared in 12-point Times New Roman font, with 1"
1848 margins on all sides, and double spaced.

1849

1850

1851

1852 Grading Conversion:

1853

1854 Use the following to determine the approximate value of individual grades:

1855

| | | | | |
|------|----|-----------|----|--------|
| 1856 | A | 93 - 100% | C | 73-76% |
| 1857 | A- | 90 - 92% | C- | 70-72% |
| 1858 | B+ | 87 - 89% | D+ | 67-69% |
| 1859 | B | 83 - 86% | D | 60-66% |
| 1860 | B- | 80 - 82% | F | 0-59% |
| 1861 | C+ | 77 - 79% | | |

1862

1863 *Note: A Grade of "F" will be awarded for failure to submit any of the exams, including the final exam. A*
1864 *midterm grade of "U" will be awarded for grades less than 70% of the total possible points awarded to*
1865 *that date. As noted above, more than 3 unexcused absences will result in a grade of 0% for Class*
1866 *Participation.*

1867

1868 Grades are final and will normally not be adjusted by the instructor unless there are clerical errors in the
1869 transcription.

1870

1871 **Code of Conduct:** You are expected to complete the reading assignments and course modules, ask
1872 questions, participate in message board discussions, and to give your attention to what is being
1873 presented in the class. Any continued/repetitive form of disruptive behavior will not be tolerated. You
1874 need to be respectful of the material presented and to your fellow students who have come to class to
1875 learn the material. As explained in the Student Handbook under Code of Conduct (items 15 & 17),
1876 disruptive behavior will not be tolerated. If disruptive behavior becomes excessive, you will be asked to
1877 leave the classroom, and you must see my permission to reenter the class on the next class day and

1878 beyond. Continued problem behavior will be reported to the Vice Chancellor of Student Affairs, and you
1879 may be administratively withdrawn from the course.

1880

1881

1882 **Assignments:**

1883

1884 **Module 1** Orientation to Financial Statements

1885

1886 Class 1

1887

1888 Please read pages 1-40 in the textbook prior to class. Please also engage in the introductions forum on
1889 Blackboard before class.

1890

1891 After class please complete this class's discussion board on Blackboard.

1892

1893 Class 2

1894

1895 Please read pages 41-75 in the textbook prior to class.

1896

1897 After class please complete this class's discussion board on Blackboard.

1898

1899

1900 **Module 2** Components of Internal Control

1901

1902 Class 3

1903

1904 Please read: *COSO Framework* article
1905 Chapters 6 & 7 – *Essentials of Corporate Fraud*

1906

1907 After class please complete this class's discussion board on Blackboard.

1908

1909 Class 4

1910

1911 Please read: Chapters 2 & 3 – *Essentials of Corporate Fraud*
1912 *7 Sneaky Ways Employees Steal* (article on Blackboard)

1913

1914 After class please complete this class's discussion board on Blackboard.

1915

1916 **Module 3** Why Internal Control Matters

1917

1918 Class 5

1919

1920 Please read: *Accounting Fraud at Worldcom*; Harvard Business Review

1921

1922 After class please complete this week's discussion board.

1923

1924

1925

1926 Class 6

1927

1928 Please read: *The Fall of Enron*; Harvard Business Review

1929

1930 In Class discussion:

- 1931 • Presentation of Enron case by professor in manner to be emulated by students'
- 1932 presentations the following week.
- 1933 • Enron was the poster child for reform and modernization of internal control standards.
- 1934 Could modern standards have prevented the Enron debacle?
- 1935 • What stakeholders do modern control standards seek to protect? Who suffered in the
- 1936 Enron collapse?
- 1937 • Review case write-up structure for remaining two weeks.

1938

1939 After class please complete discussion board on Blackboard.

1940

1941

1942 **Module 4** Financial Case Studies in Internal Control Failures

1943

1944 Class 7

1945

1946 Please read: *Siemens Case I & Siemens Case II*

1947

1948 After class please prepare case 1-2 page case write up on *Siemens*. If this is your presented case, your

1949 paper should be a team effort and should be 7-10 pages.

1950

1951 Class 8

1952

1953 Please read: Columbia/HCA Case

1954

1955 After class please prepare case 1-2 page case write up on *HCA*. If this is your presented case, your paper

1956 should be a team effort and should be 7-10 pages.

1957

1958 **Module 5** Research Case Studies in Internal Control Failures

1959

1960 Class 9

1961

1962 Please read: Gupta, A., *Fraud and Misconduct in Clinical Research*

1963 MacDonald, J, *Research Fraud: When Science Goes Bad*

1964 Andrew Wakefield: Autism Cause Fraud

1965

1966 After class please prepare case 1-2 page case write up on Andrew Wakefield. If this is your presented

1967 case, your paper should be a team effort and should be 7-10 pages.

1968

1969 Class 10

1970

1971 Please read: *Cold Fusion: A Case Study for Scientific Behavior*

1972

1973 After class please prepare case 1-2 page case write up on *Cold Fusion*. If this is your presented case,
1974 your paper should be a team effort and should be 7-10 pages.

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University of North Carolina at Pembroke
School of Business
Department of Accounting and Finance
FIN 5XXX – Ethical Issues in Finance
Spring 2016
5 Week Course – 1 Hour Credit

Professor: Dr. R. González-Ehnes **Office:** UNCP, Business Administration, Room 233

E-mail: rebecca.gonzalez@uncp.edu **Phone:** 910-521-6853

Office Hours: Tuesdays and Thursdays, 12 pm – 2 pm, other times by appointment

E-mail is the best way to get in touch with me. If you call and I am not in my office, your voicemail gets sent to me via outlook. If you do not provide me with an email address to reach you, I will not be able to call you until I am once again in the office (I do not call students from my personal phone number). I will usually reply to all emails within 48 hours.

Materials:

An Introduction to Business Ethics, 5th Edition, DesJardins, McGraw Hill

Philosophy and Goals:

This course addresses the types of ethical dilemmas analysts, managers, and other finance professionals may encounter in the workplace. Concepts include material insider information, agency problems, ethical issues in international finance, and social responsibility. The course will utilize current events and case studies that analyze ethical perspectives from all corporate finance stakeholder perspectives (shareholders, managers, employees, and consumers). Students will be required to address case studies in groups, arriving at collaborative remedies for different ethical issues. There are no prerequisites for this course.

I realize that many of you may be coming into this course with little background in finance and business disciplines. However, it is important to note that the study of finance is very important regardless of your background and fields of study. My brother is a chemical engineer by trade, but as he climbed up the corporate ladder, he realized he had to learn more about the “business” side of his career and how it complemented the “science” aspects of his profession. After many, many phone calls to discuss managerial and business ideas and questions, he finally decided to pursue his MBA. I hope you find this course a gratifying, helpful and functional complement to your STEM and/or business backgrounds.

Performance Measures and Rewards:

Course grades will be computed as follows:

| | |
|--|-----------|
| Weekly online discussion contributions (5 total at 15 points each) | 75 |
| 3 Homework assignments (25 points each) | 75 |
| <u>5 Take home quizzes (10 points each)</u> | <u>50</u> |
| Total Points Possible | 200 |

Point breakdown:

180-200 (A) 160-179 (B) 140-159 (C) 120-139 (D) <120 (F)

You must adhere to all deadlines/dates for discussions, homework, and take home quizzes. I will not accept any late work.

2025 **DISCUSSIONS**

2026 I will post weekly discussion topics on the Blackboard discussion board throughout the course. The
2027 topics will reference supplemental article readings that will be provided to you online (via Blackboard).
2028 You will discuss these questions/topics amongst each other on the discussion board, and all discussions
2029 should be done by the due date and time provided. If you miss the discussion deadline, you will not be
2030 granted any points if you post your discussion contributions past the cutoff period.

2031

2032 **Please do not wait until the last minute to post your discussion. Doing so does not afford others the**
2033 **possibility to engage in a discussion regarding your comments. If I find that you continuously post**
2034 **your contributions a mere hours before they are due, your grade will reflect it.**

2035

2036 Discussion contributions must be substantial (in content, not always necessarily in length). You should
2037 make a concerted effort to contribute your concise thoughts and opinions to the questions posed. I
2038 STRONGLY encourage students to think about what they post before they do. Lengthy, rambling
2039 discussions without much substance make discourse difficult. I have found that many times we can
2040 deliver the same message in two or three short paragraphs as opposed to two to three pages of content.
2041 By the same token, I want to see effort in your discussion contributions. One or two sentences rarely
2042 provide a good contribution, and your grade will reflect this. Opinions are allowed and may differ
2043 amongst students, and while I do encourage a healthy debate, disrespectful interactions amongst
2044 students will not be tolerated. Again, please keep in mind that discussions should be substantial and
2045 significant (simply agreeing with what others are saying or only posing questions for others to answer
2046 are not substantial and significant discussion contributions.

2047

2048 Please post your discussions in the space provided – do not include them as document attachments.
2049 You are free to comment (respectfully) or add on to what others post as well.

2050

2051 **HOMEWORKS**

2052 More specific instructions will be provided with each homework assignment, so please be sure to follow
2053 the assignment's instructions when homework is assigned.

2054

2055 **TAKE HOME QUIZZES**

2056 Take home quizzes are intended to test your knowledge on the financial concepts discussed in class. It is
2057 understood that many students may come into the class with a limited knowledge of financial theory
2058 and concepts. I will spend some time each week discussing relevant financial topics and theory so that
2059 you can more clearly understand your readings, discussions, and homework assignments. You may work
2060 with your classmates on these take home quizzes, but everyone must cooperate and turn in their own
2061 individual work.

2062

2063 **Drop and Makeup Policy:**

2064 Make-up assignments are not allowed. If you miss an assignment due to an extenuating circumstance (**I**
2065 **will need proper documentation**), we will weight your other assignments to make up for the missing
2066 assignment. For example, if you miss a take home quiz, **once I verify your excuse**, I will allow the other
2067 take home quizzes to account for 25% of your grade. Do not miss an assignment and **expect** that the
2068 other assignments will automatically be weighted to make up for your lost assignment. This policy is
2069 only for **extremely extenuating** circumstances (i.e. hospitalization or death in the immediate family –
2070 not due to leisurely travel or non-emergency doctor appointments, etc.).

2071

2072 If you are involved in official University activities or have work commitments and will be away/busy
2073 when *assignments/discussions/quizzes* are due, you must complete them prior to your absence (not
2074 after). See University guidelines for the last day to drop a course/withdraw. I will strictly adhere to
2075 University guidelines - no exceptions.

2076

2077 **ANNOUNCEMENTS**

2078

2079 1. ADA/AA Policy

2080 Federal laws require UNCP to accommodate students with documented learning, physical, chronic
2081 health, psychological, visual or hearing disabilities.

2082

2083 In post-secondary school settings, academic accommodations are not automatic; to receive
2084 accommodations, students must make a formal request and must supply documentation from a
2085 qualified professional to support that request. Students who believe they qualify must contact Disability
2086 Support Services (DSS) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
2087 accommodation process. All discussions remain confidential. Accommodations cannot be provided
2088 retroactively. More information for students about the services provided by DSS and the
2089 accommodation process may be found at the following links:

2090

2091 <http://www.uncp.edu/dss/students/currentstudentfaq.htm>

2092 <http://www.uncp.edu/dss/policies/html/faqfaculty.htm>

2093 <http://www.uncp.edu/dss/faculty/syllabistatement.htm>

2094

2095 2. The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all
2096 students who must be absent from classes or miss scheduled exams in order to observe religious
2097 holidays; to accommodate students' religious holidays, each student will be allowed two excused
2098 absences each semester with the following conditions:

2099 a. Students, who submit written notification to their instructors **within two weeks of the beginning of**
2100 **the semester**, shall be excused from class or other scheduled academic activity to observe a religious
2101 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.

2102 b. Students shall be permitted to use the missed exam policy to make up a missed exam due to an
2103 excused absence for a religious observance. Homework assignments should be turned in prior to the
2104 absence.

2105 c. Students will not be penalized due to absence from class or other scheduled academic activity
2106 because of religious observances.

2107 A student who is to be excused from class for a religious observance is not required to provide a second-
2108 party certification of the reason for the absence. Furthermore, a student who believes that he or she has
2109 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
2110 through the student grievance procedure.

2111

2112 **Academic Dishonesty:**

2113 All students are expected to follow the policies and procedures of the "Academic Honor Code."

2114 Any act of academic dishonesty on any assignment will result in a grade of "F" for that
2115 assignment, and you will be reported for disciplinary action.

2116

2117 **Notes:**

2118 1. Turn off all cell phones and other communication devices before entering class. You are not
2119 allowed to text during class.

- 2120 2. Do not be late to class or leave early. It is disruptive to the instructor and to your
2121 classmates. Excessive tardiness or early departure from class will be counted as absences.
2122 3. You are responsible for all the material covered in class. If you are absent, you should get
2123 the notes from one of your fellow classmates and to find out if any assignments, quizzes, or
2124 materials were handed out.
2125 4. You may not record me (audio/video) without my permission.
2126 5. You may be asked to drop the course for excessive absences (more than 3 unexcused) at the
2127 discretion of the instructor. This course only meets for 5 weeks. It is imperative that you
2128 attend each time our class meets.
2129 6. I am not overly concerned with the methods or approaches used by other professors in
2130 other courses. Each professor has their own way of teaching a subject.
2131 7. Be sure to check Blackboard frequently for assignments/announcements. I will inform the
2132 class when they can expect to see an assignment or material on Blackboard, but it is always
2133 a good idea to check frequently in case you miss my announcement in class or are absent.
2134 8. For any further details, check the University's academic rules and regulations and catalogue.
2135

2136 **Chapters Covered:**

- 2137 Chapter 1 – Why Study Ethics?
2138 Chapter 2 – Ethical Theory and Business
2139 Chapter 3 – Corporate Social Responsibility
2140 Chapter 4 – Corporate Culture, Governance, and Ethical Leadership
2141 Chapter 7 – Employee Responsibilities
2142 Chapter 12 – International Business and Globalization
2143

2144 **Tentative Course Schedule: All times denoted are in Eastern Standard Time**
2145

2146 **Week 1:**

- 2147 1) Review Syllabus
2148 2) Read Chapter 1 – Why Study Ethics?
2149 3) Take notes during my lecture on the Federal Reserve System, the Federal Funds Rate and
2150 LIBOR, and their roles in our financial markets, institutions, and instruments.
2151 4) Complete take home quiz on my classroom lecture
2152 5) Read the Chapter 1 Discussion Case: The LIBOR Scandal: Is it OK if Everyone Does It? Answer the
2153 5 discussion questions at end of case, and be prepared to discuss these in class.
2154 6) Discussion board assignment on why it's important to study ethics
2155 7) *Homework I: Supplementary reading: NYT, Why Can't the Banking Industry Solve Its Ethics*
2156 *Problems? Read the article and prepare a 2 page summary of your thoughts on the article.*
2157

2158 **Week 2:**

- 2159 1) Read Chapter 2 - Ethical Theory and Business
2160 2) Take notes during my lecture on AIG and the subprime mortgage meltdown, bonds and bond
2161 rating agencies, and the theory of agency problems.
2162 3) Complete take home quiz on my classroom lecture
2163 4) Read the Chapter 2 Discussion Case: AIG Bonuses and Executive Salary Caps. Answer the 5
2164 discussion questions at end of case, and be prepared to discuss these in class.
2165 5) Discussion board assignment on the following 2 readings: "SEC Hits Conflict of Interest at
2166 Ratings Agencies" and "SEC Says Conflicts of Interest Persist at Ratings Agencies"
2167

2168 Week 3:

- 2169 1.) Read Chapter 3 – Corporate Social Responsibility and Chapter 4 - Corporate Culture,
2170 Governance, and Ethical Leadership
2171 2.) Take notes during my lecture on corporate social responsibility theory, the role of financial
2172 managers, the stakeholder vs. stockholder decision process, and corporate governance and its
2173 role in corporate culture
2174 3.) Complete take home quiz on my classroom lecture
2175 4.) Read the Chapter 3 Discussion Case: Walmart. Answer the 7 discussion questions at the end of
2176 case, and be prepared to discuss these in class.
2177 5.) Read the Chapter 4 Discussion Case: Goldman Sach’s Toxic Culture. Answer the 4 discussion
2178 questions at the end of the case, and be prepared to discuss these in class.
2179 6.) 2 Discussion board assignments on the following 2 readings: “Corporate Social Responsibility:
2180 Nice Guys Finish First” and “Toshiba Scandal Indicates Troubled Corporate Governance Across
2181 Japan”
2182

2183 Week 4:

- 2184 1.) Read Chapter 7 – Employee Responsibilities
2185 2.) Take notes during my lecture on the Enron/Arthur Andersen case and insider trading
2186 3.) Complete the take home quiz on my classroom lecture
2187 4.) Read the Chapter 7 Discussion Case: Conflicts of Interests in Subprime Mortgages and at
2188 Goldman Sachs and Enron. Answer the 6 discussion questions at the end of the case, and be
2189 prepared to discuss these in class.
2190 5.) *Homework II: Find a recent article that discusses a current Insider Trading incident, and write a 2*
2191 *page paper where you explain at least 2 ethical objections to that particular insider trading case.*
2192

2193 Week 5:

- 2194 1.) Read Chapter 12 – International Business and Globalization
2195 2.) Take notes during my lecture on the advantages and disadvantages of globalization
2196 3.) Complete the take home quiz on my classroom lecture
2197 4.) Read the Chapter 12 Discussion Case: Business in a Global Setting. Answer the 4 discussion
2198 questions at the end of the case, and be prepared to discuss these in class.
2199 5.) Discussion board assignment on the following reading: “Ethics in the Era of Globalization”
2200 6.) *Homework III: Find a recent article that discusses an ethical dilemma encountered by a*
2201 *multinational firm. Write a 2 page paper where you summarize the article and give your*
2202 *opinions on the ethical issue(s) at hand.*
2203

2204 **This syllabus is tentative and subject to change at the discretion of the instructor.**
2205

2206 **Appendix C: Syllabus from Department of Economics and Decision Sciences**

2207

2208

ECN5XXX (1 credits)

2209

Economics of Information

2210

Course Description

2211

This course will be offered over a 5 week period and will provide an introduction to informational problems in economic analysis. It develops basic models of trading under asymmetric information and studies the effects of digitization and technology on industry, organizational structure, and business strategy. The course will cover topics including the pricing of information goods, open source and innovation, search and competition, targeted advertising, information analytics, social networks, and a variety of other topics. Economic principles will be illustrated through using case studies and team projects.

2217

2218

Textbooks and Readings

2219

Required

2220

[S&V]= Shapiro, Carl, and Hal Varian. *Information Rules: A Strategic to the Network Economy*.

2221

Cambridge, MA: Harvard Business School Press, 1998. ISBN: 9780875848631.

2222

[B&S]= Brynjolfsson, Erik, and Adam Saunders. *Wired for Innovation: How Information Technology is*

2223

Reshaping the Economy. Cambridge, MA: MIT Press, 2009. ISBN: 9780262013666.

2224

Optional

2225

Brynjolfsson, Erik, and Brian Kahin, eds. *Understanding the Digital Economy*. Cambridge, MA: MIT Press,

2226

2000. ISBN: 9780262024747.

2227

Liebowitz, Stan. *Re-Thinking the Network Economy: The True Forces that Drive the Digital Marketplace*.

2228

New York, NY: American Management Association, 2002. ISBN: 9780814406496.

2229

Class Participation

2230

You are expected to participate in the discussion board. You are responsible to read others' post and respond to them. Whenever necessary, I will step in to answer the questions which may concern the whole class. Your participation and your contribution to the learning of the whole class will affect your grade on the margin.

2231

Discussion board is the place to discuss concepts and exchange ideas on solving problems, not the place to post personal comments and concerns. Please send me email if you want to discuss anything else.

2232

Any disrespectful or irrelevant post will be removed immediately. Any disruptive behavior is intolerable and a disruptive student may be asked to leave the class.

2233

Discussion Assignments: I will assign four discussion topics totally. You will find those topics in discussion

2234

board under 'communication' tab. Everyone is expected to initiate a discussion by stating the facts or

2235

figures. In all discussions you should make a minimum of 2 postings per discussion: in addition to your

2236

own posting, you should respond to the postings of another student. And you may of course make more

2237

than the minimum 2 postings per discussion. You are reminded to observe common netiquette & use

2238

spell checker. The instructor reserves the right to purge any derogatory or inappropriate remarks. The

2239

discussions are graded based on the number of postings and the contents.

2240

Rule reminder: The posting originated by you (not responding to others) should be posted at

2241

least 8 hours before closing time (or 3pm ET on the closing day) to give others a chance to respond to

2242

you.

2243

Policy: The discussions posted after the closing time will not be counted under any circumstances.

2244

Discussion board is used only to discuss the topics and concepts. If you have a specific question, please

2245

email me.

2246

Case studies

2247

I will assign four case studies totally. You will find those topics under 'case study' tab. For each case

2248

2254 study, you are required to write a one page report addressing the questions asked. The relevant
2255 readings, links and requirement are provided in 'case study' folder.

2256 **Class project**

2257 Each student is asked to undertake a Project on a business application initiative using some type of
2258 digital technology throughout the course. The project is designed to enhance their understanding of
2259 various issues learned in economics of information. It enables the students to view problems through an
2260 economic lens and to think critically and independently. At the beginning of the course, four to five
2261 students form a group and choose an organization to work with. They eventually turn in a project
2262 dossier at the end of the course. The project requirements and guideline are provided in 'class project'
2263 folder.

2264 **Grade:**

2265 Your course grade will be computed in the following ways.

2266 Discussions 35%

2267 Case studies 35%

2268 Class project 30%

2269 Letter grade will be assigned on the following scale:

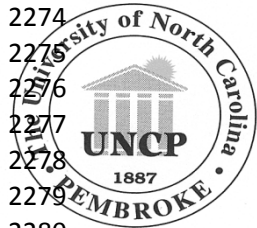
| Weighted final course grade | Letter grade |
|-----------------------------|--------------|
| 95% - 100% | A, |
| 90% - 95% | A- |
| 87% - 90% | B+ |
| 83% - 87% | B |
| 80% - 83% | B - |
| 77% - 80% | C+ |
| 73% - 77% | C |
| 70% - 73% | C- |
| 65% - 70% | D+ |
| 60% - 65% | D |
| 50% - 60% | D- |
| Below 50% | F |

2270

2271

2272

2273 **Appendix B: Syllabus from the Department of English, Theatre, and Foreign Languages**



2274 **University of North Carolina at Pembroke**
2275 **SYLLABUS**
2276 **SPN 3720 Spanish for Medical Professionals**
2277 **Fall 2016**

2278 **Tuesday | Thursday 9:30 AM – 10:45 AM DIAL 237**

2280

2281 Instructor: Dr. Emily Tobey

2282 Assistant Professor, Foreign Languages

2283

2284 Email: emily.tobey@uncp.edu

2285 Phone: 910 – 775 – 4416 or 937 – 477 – 8327

2286 Office: Dial Humanities 248

2287 Office Hours:

2288 Tuesday and Thursday 1pm – 2pm, 3pm – 4pm

2289 Other times by appointment

2290

2291 **Welcome to SPN 3720: Spanish for Medical Professionals.** This is a 3-credit elective course
2292 during which students will build on basic grammatical structures acquired in the Spanish
2293 Intermediate I and II courses to practice conversational Spanish and specialized medical
2294 vocabulary in real-world contexts similar to those they might encounter as part of the
2295 environments of many medical professions. Students will complete targeted assignments based
2296 on their declared major; those students pursuing a major, minor, or academic concentration in
2297 Spanish or Spanish education may complete different assignments in comparison to those
2298 students pursuing degrees related to medical professions. After completing this course, students
2299 will be able to use appropriate Spanish vocabulary to speak in all major time frames, process
2300 basic patient scenarios in Spanish (admission, discharge, intake exams, etc), and resolve
2301 unexpected conversational complications.

2302

2303 **REQUIRED Textbooks:**

- 2304 • **Spanish for Health Care Professionals** Third Edition, William C. Harvey, M.S.
- 2305 • Spanish/English Dictionary.

2306

***** GRADING SCALE *****

93-100 = A

87-92 = B

80-87 = C

73-80 = D

0-72 = F

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

1 **Evaluation Criteria**

| | | | |
|---|--------------------------|------------|--|
| 2 | Participation/Attendance | 10% | |
| 3 | Co-curriculum Activities | 10% | |
| 4 | Recorded Mini-dialogues | 20% | |
| 5 | Quizzes | 10% | |
| 6 | Homework | 5% | |
| 7 | Midterm Exams | 20% | [SEPTEMBER 24 and NOVEMBER 5] |
| 8 | Final Exam | 25% | [TUESDAY, DECEMBER 8, 8:00 am – 10:30 am] |

9

10

11 **Attendance and class participation:**

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

18

19 **FOREIGN LANGUAGES additional attendance policy:**

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

27

28 **Co-curriculum Activities:**

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

32

33 **Recorded Mini-dialogues:**

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

38

39 **Quizzes:**

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

44

45 **Homework:**

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

49

50 Speaking Midterm:

51 During the twelfth week of the semester students will have the opportunity to demonstrate speaking
52 proficiency in a one-on-one interview with your instructor. The interview will be a role-play scenario in
53 which the instructor plays the part of a patient, and will draw from situations and skills practiced in
54 class. This assignment will make up 10% of your final grade.

55

56 Exams:

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

61

62 Make up policy:

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

69

70 Religious Holiday Policy:

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

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

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

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

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

87

88 Academic integrity

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

97 be enforced in this course. Students are expected to report cases of academic dishonesty to the
98 instructor.

99

100 **ADAAA SYLLABUS ACCESS STATEMENT**

101

102 ***Statement from the Office of Disability Support Services***

103

104 ***Federal laws require UNCP to accommodate students with documented learning, physical, chronic***
105 ***health, psychological, visual or hearing disabilities. In post-secondary school settings, academic***
106 ***accommodations are not automatic; to receive accommodations, students must make a formal***
107 ***request and must supply documentation from a qualified professional to support that request.***
108 ***Students who believe they qualify must contact Disability Support Services (DSS) in DF Lowry Building,***
109 ***Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain***
110 ***confidential. Accommodations cannot be provided retroactively. More information for students about***
111 ***the services provided by DSS and the accommodation process may be found at the Accessibility***
112 ***Resource Center website:***

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

115

116 **Appendix C: Syllabi from the Department of Social Work**

117

118

119

SWK 4600-xxx: Social Justice and Practice Ethics

120

121 Professor: Semester: Fall 2016

122 Phone: Class Meeting:

123 Office: Class Location:

124 Email: Office Hours:

125

126

127 **COURSE DESCRIPTION**

128 SWK 4600 provides students with the opportunity to explore and apply ethics, values, policies and
 129 theories of organization that are important for understanding ethical social work decision making and
 130 social and economic justice. Students will integrate theory and practice by reviewing ethical dilemmas,
 131 value conflicts, and social injustices related to social work practice and populations. A central focus of
 132 this course is the examination and analysis of the relationship between social forces (e.g. politics, social
 133 inequities, socioeconomic status) and populations at risk. *Course prerequisites:* SWK 2000, 2450, 3450,
 134 3480, 3600, 3710, 3800, 3910, 4450, 4800, and permission of instructor. ***This course is worth 3 credit***
 135 ***hours.***

136

137 **SOCIAL WORK COMPETENCIES**

138 All social work students will be expected to demonstrate their mastery of the cluster of practice
 139 behaviors that operationalize each of the ten core competencies. The expectation is that competency
 140 based education will better prepare social work students for professional practice. The ten competency
 141 areas are:

- 142 1. Demonstrate Ethical and Professional Behavior
- 143 2. Engage Diversity and Difference in Practice
- 144 3. Advance Human Rights and Social, Economic, and Environmental Justice
- 145 4. Engage In Practice-informed Research and Research-informed Practice
- 146 5. Engage in Policy Practice
- 147 6. Engage with Individuals, Families, Groups, Organizations, and Communities
- 148 7. Assess Individuals, Families, Groups, Organizations, and Communities
- 149 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
- 150 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

151

152 **STUDENT LEARNING OUTCOMES**

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

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

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

- 162 Practice Behavior 4.3: Use and translate research evidence to inform and improve practice,
 163 policy, and service delivery.
 164 **Measured by: Ethical Case Analysis, Ethical Dilemma Paper**
- 165 2. **Analyze the relationship between social work values and ethics and social justice; including**
 166 **the role for advocacy and empowerment in betterment of current delivery systems and**
 167 **current social policy issues.**
 168 Practice Behavior 3.1: Apply their understanding of social, economic, and environmental justice
 169 to advocate for human rights at the individual and system levels.
 170 Practice Behavior 3.2: Engage in practices that advance social, economic, and environmental
 171 justice.
 172 **Measured by: Quizzes, Social Justice Project Paper**
- 173 3. **Explore and evaluate how the intersection of cultural identity, ethnicity, gender, sexual**
 174 **orientation, class, and age influences decision-making about the design, organization, and the**
 175 **operation of social service delivery systems.**
 176 Practice Behavior 2.1: Apply and communicate the importance of diversity and difference in
 177 shaping life experiences in practice at the micro, mezzo, and macro levels.
 178 Practice Behavior 3.1: Apply their understanding of social, economic, and environmental justice
 179 to advocate for human rights at the individual and system levels.
 180 **Measured by: Quizzes, Social Justice Project Paper**
- 181 4. **Understand and describe the relationship between the roles and influence of economics,**
 182 **cultural and social values, politics and government, the for-profit sector, the not-for-profit**
 183 **sector, and the policy making processes on policy decision and the provision of human**
 184 **services.**
 185 Practice Behavior 5.1: Identify social policy at the local, state, and federal level that impacts
 186 well-being, service delivery, and access to social services.
 187 Practice Behavior 5.2: Assess how social welfare and economic policies impact the delivery of
 188 and access to social services.
 189 Practice Behavior 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that
 190 advance human rights and social, economic, and environmental justice.
 191 **Measured by: Quizzes, Social Justice Project Paper**
- 192 5. **Develop a social work practice policy response, which promotes ethical practice, advocacy,**
 193 **empowerment, and social and economic justice, to a current social problem experienced by a**
 194 **population at risk.**
 195 Practice Behavior 1.1: Make ethical decisions by applying the standards of the NASW Code of
 196 Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of
 197 research, and additional codes of ethics as appropriate to context.
 198 Practice Behavior 2.1: Apply and communicate the importance of diversity and difference in
 199 shaping life experiences in practice at the micro, mezzo, and macro levels.
 200 Practice Behavior 3.1: Apply their understanding of social, economic, and environmental justice
 201 to advocate for human rights at the individual and system levels.
 202 Practice Behavior 3.2: Engage in practices that advance social, economic, and environmental
 203 justice.
 204 Practice Behavior 4.3: Use and translate research evidence to inform and improve practice,
 205 policy, and service delivery.
 206 Practice Behavior 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that
 207 advance human rights and social, economic, and environmental justice.
 208 **Measured by: Quizzes, Social Justice Project Paper**
 209

210 **REQUIRED TEXT(S)**

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

214

215 **RECOMMENDED TEXT**

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

218

219 **OTHER REQUIRED READINGS**

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

222

223 **COURSE REQUIREMENTS & EXPECTATIONS**224 **ASSIGNMENTS**225 **Quizzes (20%):**

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

230

231 **Case Analysis (30%)**

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

237

238 **Portfolio Assignment: Ethical Dilemma Paper (20%)**

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

243

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

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

252

253 **EVALUATION OF COURSE OUTCOMES**

| ASSIGNMENT | POINTS |
|---|--------|
| Quizzes | 20% |
| Case Analysis | 30% |
| Portfolio Assignment: Ethical Dilemma Paper | 20% |

| | |
|---|-------------|
| Portfolio Assignment: Social Justice Policy Project Paper | 30% |
| TOTAL | 100% |

254

255 Final grades will be based on the following scale:

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

256

257

258

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

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

| | | | |
|------------------------------------|---|---|--|
| | | justified?" | |
| Week 8 | Politics: Do we trust the people? | Popple & Leighninger, Chapter 6 | Ethical Case #3 due |
| Week 9 | Poverty: What can be done The Great Depression and the Social Security Act Glass Steagall and its repeal | Popple & Leighninger, Chapter 7 | Quiz |
| Week 10 | Arguing for ethical action: Responsibility to host setting- when the host setting creates problems | Rothman (2013) Ethical Case #4 (p. 138) "An employee assistance counselor's dilemma" | Ethical Dilemma Paper Due |
| Week 11 | Beginning strategy: Building coalitions and audience "beginning the rhetoric" Aging- did we get it right? Social Security, Medicare/Medicaid | Popple & Leighninger, Chapter 8 | Quiz Ethical Case #4 due |
| Week 12 | Arguing for ethical action: Responsibilities as professionals- should some secrets be kept? | Rothman (2013) Ethical Case #5 (p. 165) "Where does professional responsibility lie?" | Social Justice Policy Project due |
| Week 13 | Mental health and managed care | Popple & Leighninger, Chapter 9 | Ethical Case #5 due |
| Week 14 | Substance use and abuse and social justice Family preservation: for or against? | Popple & Leighninger, Chapters 10 & 11 | Quiz |
| Week 15 | Interaction and political skills: Rhetoric | Popple & Leighninger, Chapter 12 | |
| Week 16 Final Exam Week | Review of course topics Presentation of Social Justice Policy Project final arguments. | | Final arguments |

259

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

263 COURSE & INSTRUCTIONAL METHODS

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

267
 268 This course is supported via the “Blackboard” website. Methods of instruction include lecture-
 269 discussion, simulation exercises, application of homework and assigned readings, and use of online
 270 technology such as Socrative.com, and Blogger.com. Assignment guidelines and other course handouts
 271 are available through the UNCP Blackboard site. Power points and other materials will be available via
 272 the online course section. Each week the class discussions and text readings may be supplemented by
 273 course materials such as handouts and/or power points. The classroom environment is used to discuss
 274 concepts beyond the textbook reading and therefore consistent attendance is important. **It is the**
 275 **responsibility of the student to carefully read and understand the syllabus and all distributed**
 276 **assignments and materials. Consistently check Blackboard for announcements.**

277

278 CLASS AND UNIVERSITY POLICIES

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

286

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

289

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

292 **Please note the following about attendance for this class:**

- 293 • **Attendance is extremely important to the learning process.**
 - 294 ○ **A student will fail the class if more than six class hours (5 or more classes) are missed.**
 - 295 **There are no excused absences. The only exceptions to this are those allowed by the**
 - 296 **Religious Holiday and Absences for University Sanctioned Events policies).** Students
 - 297 should use any absences in a well-determined manner as extending at or beyond the six
 - 298 hours will result in failure of the course. Students are therefore encouraged to be
 - 299 mindful of absences and late arrivals and make every effort to be in attendance.
- 300 • **Arriving late or leaving early is disruptive, and may impact your grade. Any late arrivals and**
- 301 **unexcused absences (without notifying the instructor at least 1 hour prior to class), may result in**
- 302 **a 1 point decrease from the student’s overall grade per occurrence. The course instructor will**
- 303 **document attendance as students enter the room at the beginning of class. If students arrive**
- 304 **after attendance has been recorded, this will result in the 1 point decrease. If students leave**
- 305 **class early without a prior arrangement with the professor this will result in the 1 point**
- 306 **decrease.**
- 307 • **Lack of preparation may impact your grade.** Students are expected to have read assigned
- 308 material prior to the class. Students are also expected to participate in class discussion. Should it
- 309 become clear that the student is unprepared; a student may have 1 point deducted from their
- 310 overall grade.

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

- 316 1. Students, who submit written notification to their instructors within two weeks of the beginning
 317 of the semester, shall be excused from class or other scheduled academic activity to observe a
 318 religious holy day of their faith. Excused absences are limited to two class sessions (days) per
 319 semester.
- 320 2. Students shall be permitted a reasonable amount of time to make up tests or other work missed
 321 due to an excused absence for a religious observance.
- 322 3. Students should not be penalized due to absence from class or other scheduled academic
 323 activity because of religious observances.
- 324 4. A student who is to be excused from class for a religious observance is not required to provide a
 325 second-party certification of the reason for the absence. Furthermore, a student who believes
 326 that he or she has been unreasonably denied an education benefit due to religious beliefs or
 327 practices may seek redress through the student grievance procedure.

328 329 **Absences for University-Sanctioned Events**

330 If a student is representing the University in an official capacity (e.g.: academic conference, student
 331 government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event,
 332 that absence shall be excused. Students are responsible for all coursework missed and must make up
 333 the work within three university business days after the student returns to campus. **If 15% or more of
 334 the course will be missed, the student should not enroll in the course without prior approval from the
 335 instructor (please note this is at the discretion of the instructor).**

336 It is the responsibility of the student to communicate with the professor or instructor about classes
 337 missed for any reason, including University sanctioned events. Students must provide official
 338 documentation of proposed University-sanctioned events that will result in excused absences during the
 339 first week of each semester. Prior written documentation must be provided for each excused absence. If
 340 the absence is to fall on an assignment due date or exam date, the student must make arrangements to
 341 complete the exam or assignment by the due date. Graded activities that take place during class and
 342 that involve interactions with classmates, such as group discussions cannot be made-up.

343
344 **Late Assignments:** No late assignments are accepted or exams allowed except in the case of extreme
 345 and documented emergencies.

346
347 **Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each
 348 student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP
 349 community. One of the most important of these standards is academic honesty. You are expected to
 350 know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at
 351 the University.

352 **Academic Integrity/Plagiarism**

353 Social workers must demonstrate high standards of integrity. Every student is expected to do
 354 his or her own work (group work may be allowed and if so you will receive instructions on these
 355 assignments) and all of the work produced will be expected to be completed in its entirety by
 356 the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of
 357 plagiarism, *including not acknowledging sources of information appropriately and in accordance
 358 with APA guidelines, will result in a failing grade for the assignment and may result in a failing*

359 grade for the course. School and University policies on academic integrity (Academic Honor
 360 Code) will be strictly enforced. Students found to have intentionally and knowingly cheated or
 361 plagiarized will receive no credit for the exam or assignment, may receive a failing grade for the
 362 course. All students suspected of plagiarism will meet with the instructor to review the issue,
 363 and will be reported to the Office of Student Conduct where they may be subject to further
 364 action. (See the [UNCP Office of Student Conduct](#) for more information). Students who observe
 365 others violate this policy are expected to report this to the instructor.

366 **Code of Conduct**

367 A productive learning environment that is not inhibited by disruptive behavior is important in
 368 the MSW program. Students must engage in self-evaluation to determine if their behaviors are
 369 affecting the learning opportunities of other students. Students will be informed by the course
 370 instructor as to whether behaviors are disruptive and unethical within a graduate level social
 371 work program (i.e. personal conversations when instructor or student are speaking, leaving
 372 class to obtain food and then returning). In instances of disruptive behavior, students will
 373 receive a one point deduction per class as well as documentation in department file to be
 374 discussed with social work faculty. A Hawk Alert may also be submitted. Additional measures
 375 are expressed in the Code of Conduct at
 376 http://www.uncp.edu/sa/pol_pub/code_of_conduct.htm
 377

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

384
 385 **Unauthorized Persons in Class and Guest Speakers Invited by Students:** Students are not to bring
 386 anyone who is not a registered student (i.e. children, friends, pets, etc.) in the course to participate (or
 387 sit in) during class sessions. Persons invited by students as guest speakers or contributors to the course
 388 must be approved by the course instructor.

389
 390 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
 391 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
 392 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
 393 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
 394 papers, book reports, reaction papers, and other assignments, the benefits of the "process" are
 395 usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-
 396 discipline and work habits. Simply stated, *do not share your work with other students*. The social work
 397 faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of
 398 the Student Honor Code. You are also not to use the same assignment in two different classes without
 399 permission of both instructors.

400 401 **UNIVERSITY SUPPORT SERVICES**

402 **ADA Statement** Federal laws require UNCP to accommodate students with documented learning,
 403 physical, chronic health, psychological, visual or hearing disabilities.
 404 In post-secondary school settings, academic accommodations are not automatic; to receive
 405 accommodations, students must make a formal request and must supply documentation from a
 406 qualified professional to support that request. Students who believe they qualify must contact the

407 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
408 accommodation process. All discussions remain confidential. Accommodations cannot be provided
409 retroactively. More information for students about the services provided by ARC and the
410 accommodation process may be found at the following link: <http://www.uncp.edu/arc>.

411
412 **Tutoring** is available for most subjects in the Center for Academic Excellence to groups of up to five
413 students per session, with peer tutors who show proficiency in courses and have been trained in
414 effective tutoring strategies. To get the most effective results, students should sign up for tutoring as
415 soon as possible after the beginning of the semester, come to tutoring sessions with specific questions
416 prepared regarding course material, and attend the sessions consistently. Sign up for tutoring by
417 contacting Courtney Walters at 910-775-4408 or courtney.walters@uncp.edu.

418
419 **Student Support Services** provides eligible students with one-on-one and group tutoring, personal
420 counseling, and assistance with applying for financial aid. Contact the TRIO office in the A and B suites in
421 Jacobs Hall.

422
423 **Supplemental Instruction (SI)** is available in some sections of classes that present historically difficult
424 material. An SI Leader is a model upper-division student who has taken the course and shown
425 proficiency, and who has been trained in effective Supplemental Instruction leadership strategies. The SI
426 Leader attends all lecture sessions and hosts at least three study sessions per week for students to
427 attend voluntarily. SI sessions provide supplemental material for students to use to improve their
428 understanding of the course material. SI sessions also provide an opportunity for students to ask
429 questions and gain insight from their classmates. Students are encouraged to attend as frequently as
430 possible to get the most benefit from the SI sessions.

431
432 **The Resource Learning Lab** in the Center for Academic Excellence offers computer based, self-paced
433 tutoring in basic writing skills from composing sentences, paragraphs, and essays, to addressing
434 common writing problems, basic reading comprehension, and word problem dissection. These programs
435 are 4 – 8 weeks long and offer non-credit, collectable test performance data on each student's progress.
436 The Resource Learning Lab also offers self-help DVDs for academic study skills such as Values and Goals,
437 Time Management, Critical Thinking and Problem Solving, Active Listening and Note Taking,
438 Researching, Reading and Writing, and Studying and Test Taking. The Resource Learning Lab is available
439 to all students, whether right out of high school or non-traditional students needing a refresher, by
440 contacting Mark Hunt at 910-775-4393 or mark.hunt@uncp.edu.

441
442 **Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students
443 regardless of academic standing or class standing. Participants are matched up with a peer mentor to
444 meet for one 30 minute session each week to discuss progress in current classes and help students
445 further develop their academic skill sets such as time management, test preparation, utilization of
446 textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's
447 policies and procedures such as grade replacements and academic appeals. ARMs host regular skill
448 enhancement workshops that are available to all students, including those not regularly seeing a
449 mentor. Workshops address specific topics such as understanding your educational expenses, preparing
450 for your future career, the importance of being involved on campus, and what to do in order to recover
451 from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or
452 jennifer.bruner@uncp.edu.

453
454 **The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing

455 process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from
 456 any course or department are welcome to use the Center. Tutors work with students on all types of
 457 writing assignments, including application essays and personal statements. The University Writing
 458 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
 459 should visit <http://www.uncp.edu/writing/>
 460

461 **A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must
 462 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
 463 of one's own actions and feelings, and the effects of one's behavior on others) is emphasized
 464 throughout the social work curriculum. Students may be called upon through exercises, written
 465 assignments, and/or in-class discussions, to identify and explore their values, beliefs, and life
 466 experiences in order to assess their effect on future worker/client interactions. *Although students are*
 467 *encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no*
 468 *student will be required to disclose information beyond what is considered by the student to be*
 469 *comfortable and appropriate.*
 470

471 **A Note about Professional Behavior** Unprofessional behavior will not be tolerated; this includes - rude
 472 or disrespectful comments via web course tools, interactions with classmates or the instructor; biased or
 473 prejudiced language or action towards any of the populations served by social work. Should a student
 474 exhibit unprofessional behavior the instructor will deduct 3 points from their overall course grade for
 475 each occurrence. Should a disruption continue past the instructor addressing it the first time the
 476 student will be referred to the appropriate program coordinator and the Office of Student Conduct.
 477 Please note that you are considered burgeoning professionals and are expected to treat your colleagues
 478 with respect.
 479

480 **Bibliography**

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 493

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 500 McCulloch, A. M., & Wilkins, D. E. (1995). "Constructing" nations within states: The quest for federal
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507

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 527 York: Columbia University Press.

528

529 **General Internet Sources**

530 www.thomas.loc.gov – Site maintained by the Library of Congress.

531 www.census.gov - Bureau of the Census.

532 www.epn.org – The Electronic Policy Network

533 www.jcpr.org – Joint Center for Poverty Research

534 www.opensecrets.org – Center for Responsive Politics

535

536 **Recommended Internet Sites:**

537 National Association of Social Workers: <http://www.naswdc.org>

538 Council on Social Work Education: www.cswe.org

539 Library of Congress: www.loc.gov

540

541

542

543

544 SWK 4700 Social Work Practice with Individuals with Disabilities (3 hours)
 545 Course Instructor: S.G. Stanley, PhD, LCSW
 546 Fall 2016 Online
 547 Office: Health Sciences Building, #370 Phone: (910) 485-7785
 548 Inclement Weather Info. 910.521.6888 Email: summer.stanley@uncp.edu

549
 550 Office Hours:

551 Online or in person, by appointment

552 **I. COURSE DESCRIPTION:**

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

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

561

562 **Social Work Competencies**

563 All social work students will be expected to demonstrate their mastery of the cluster of practice
 564 behaviors that operationalize each of the ten core competencies. The expectation is that competency
 565 based education will better prepare social work students for professional practice.

566

567 The ten competency areas are:

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

586

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

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

- 591 Practice Behavior: 1.1 (c) Attend to professional roles and boundaries
 592 Practice Behavior: 1.4 (a) Recognize the extent to which a culture's structures and
 593 values may oppress, marginalize, alienate, or create or enhance privilege and power
 594 Practice Behavior: 1.8 (a) Analyze, formulate, and advocate for policies that advance
 595 social well-being
 596 *Outcome measures: online discussions, projects, competency-based exams*
 597
- 598 2. (CLO-2) Identify and describe disability groupings of both children and adults, and systemic
 599 factors that impact personal well-being.
 600 Practice Behavior: 1.3(b) Distinguish, appraise, and integrate multiple sources of
 601 knowledge, including research based knowledge, and practice wisdom
 602 Practice Behavior: 1.4(c) Recognize and communicate their understanding of the
 603 importance of difference in shaping life experiences; (d) View themselves as learners
 604 and engage those with whom they work as informants
 605 *Outcome measures: online discussions, projects, competency-based exams*
 606
- 607 3. (CLO-3) Compare, contrast, and apply models of assessment, practice, and intervention, placing
 608 emphasis on the social model of assessment and the strengths-based, empowerment, case
 609 management, and independent approaches to social work service provision.
 610 Practice Behavior: 1.10 (c) Social workers develop a mutually agreed-on focus of
 611 work and desired outcomes, (e) Assess client strengths and limitations, (i)
 612 Implement prevention interventions that enhance client capacities, (j) Help clients
 613 resolve problems.
 614 *Outcome measures: online discussions, projects, competency-based exams*
 615
- 616 4. (CLO-4) Identify and interpret social work professional standards and ethics
 617 Practice Behavior: 1.2(a) Recognize and manage personal values in a way that allows
 618 professional values to guide practice
 619 Practice Behavior: 1.4(b) Gain sufficient self-awareness to eliminate the influence of
 620 personal biases and values in working with diverse groups
 621 *Outcome measures: online discussions, projects, competency-based exams*
 622

623 COURSE OVERVIEW

624 This course is divided into four modules, to include an introduction, cumulative projects, and
 625 competency-based quizzes. Module includes readings, video viewing, projects, and discussion posts.
 626 There are also online, synchronous Go To Meeting sessions offered periodically as needed. (See Course
 627 Outline/Calendar for additional information).
 628

629 Welcome Module: Introductions, "Getting Started"

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

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

632 Module 03: Disability Groupings

633 Module 04: Social Work Assessment, Practice, and Intervention

634 Module 05: Practice Across the Life Span
 635

636 Welcome Module Learning Objectives:

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

639

640 **Module 1 Learning Objectives:**

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

648

649 **Module 2 Learning Objectives:**

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

654

655 **Module 3 Learning Objectives:**

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

661

662 **Module 4 Learning Objectives:**

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

669

670 **Module 5 Learning Objectives:**

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

673

674 **II. About Online Learning:**

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

679

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

683

684 1) Attend all online class activities, including participation in online discussions, responses to discussion
 685 work, and on-time submission of assignments.

686 2) Back up every piece of work you do on disk, and make a hard copy. If you experience computer

687 difficulties, you are responsible for solving your own technical problems. Heavy internet use occurs
 688 during the evening hours of 8-10pm. You might want to consider logging on at other times if possible.

689 3) Late Work: Each week's work must be completed by the end of that established due date. Points will
 690 be deducted for each day late and NO credit for work turned in one week after the due date, unless you
 691 have contacted me beforehand and explained any "special" circumstance.

692 4) Every student is expected to participate on the electronic discussion as assigned. Also keep in mind
 693 that that comments should be meaningful. The comments need to be substantiated from
 694 material in your text, or other reference materials given to you. More details are provided below.

695 5) Attendance: attendance is determined by your keeping up to date with tests and assignments. Failure
 696 to "show up" for the discussions will be considered as an absence. Computers do crash. This is not a
 697 legitimate excuse to "miss" class. It is your responsibility to notify me by phone, and find another
 698 computer.

699 6) Disappearing: No communication from you for during the week means that you have left the class.
 700 You can contact me via voicemail, email, or by contacting the department. There can be no Incompletes
 701 in this course unless you have an extreme emergency, as we cannot redo discussion boards.

702 7) Absenteeism procedure: If you do not participate on the web discussion every week you will be asked
 703 to withdraw from the class.

704 8) Netiquette: I expect you follow rules of common courtesy in all your email messages and discussion
 705 posts. I recommend you read the [Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) to make sure you are clear:

706 <http://www.albion.com/netiquette/corerules.html>

707 Material from DOIT –[The Information Technology Welcome Packet](#)

708

709 Email/Communication Procedures

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

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

723

724 **LEARNING RESOURCES**

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

732

733 **III. COURSE OUTLINE/CALENDAR**

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

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

| | | | |
|--|--|--|------------------|
| Day 1 | Culture | Video: "A True Limitation:" The Social- Cultural Perception of Disabilities- | |
| Week 4 Day 2 | Disability Culture | Text- Chapter 4 Video: ADHD as a Difference in Cognition- Video: Disability Culture, Identity, and Pride- | Discussion Board |
| Week 5 Day 1 | Disability Laws, Policies, & Civil Rights | Text- Chapter 5 pp.133-151 Video: Disability Law, Policy, & Civil Rights- | |
| Week 5 Day 2 | Disability Laws, Policies, & Civil Rights (cont.) | Text- Chapter 5 pp.151-172 Visit this website & video: Disability Rights International- http://www.disabilityrightsintl.org/ | Discussion Board |
| Week 6 Day 1 | Practice Guidelines & Unconscious Biases | Chapter 15 | |
| Week 6 Day 2 | Practice Guidelines & Unconscious Biases | NASW Code of Ethics NASW Standards for Social Work Practice in Health Care Settings Video: Inclusion, Exclusion. Illusion, & Collusion- Activity: Project Implicit- (Disability & Mental Illness) https://implicit.harvard.edu/implicit/ | Discussion Board |
| Module 2 Quiz | | | |
| Module 3 Disability Groupings | | | |
| Week 7 Day 1 | Mobility Disabilities | Text- Chapter 6 | |
| Week 7 Day 2 | Mobility Disabilities | Antle, B. (2004). Factors associated with self-worth in young people with physical disabilities. <i>Health & Social Work, 29</i> , 207-218. | Discussion Board |
| Week 8 Day 1 | Deafness and Hearing Impairments; Visual Disabilities | Text- Chapter 7 Communicating with People with Disabilities: Tip Sheet (On Blackboard) | |
| Week 8 Day 2 | Deafness and Hearing Impairments; Visual Disabilities | Text- Chapter 8 | Discussion Board |
| Week 9 Day 1 | Developmental Disabilities | Text- Chapter 9 Video: Let's Talk About Intellectual Disability | |

| | | | |
|---|------------------------------------|--|------------------|
| | | Videos: Temple Grandin | |
| Week 9 Day 2 | Developmental Disabilities | Russo, R. (1999). Applying a strengths-based approach in working with people with developmental disabilities and their families. <i>Families in Society</i> . Video: Autism Simulations | Discussion Board |
| Week 10 Day 1 | Mental Health | Text- Chapter 10 | |
| Week 10 Day 2 | Mental Health | Text- Chapter 10 | Discussion Board |
| Week 11 Day 1 | Cognitive Disabilities | Text- Chapter 11 | |
| Week 11 Day 2 | Cognitive Disabilities | Learning Disabilities & ADHD- http://www.ncl.org/types-learning-disabilities Video: ADHD- Separating Fact from Fiction | Discussion Board |
| Week 12 Day 1 | Health-Related Disabilities | Text- Chapter 12 | |
| Week 12 Day 2 | Health-Related Disabilities | Text- Chapter 12 | Discussion Board |
| Module 3 Quiz | | | |
| Project Due Monday: Reaction to Applied Experience | | | |
| Module 4 | | | |
| Social Work Assessment, Practice, and Intervention | | | |
| Week 13 Day 1 | Assessment | Text- Chapter 13 Child Abuse and Children with Disabilities- Interviewing Strategies http://childabuse.tc.columbia.edu/ | |
| Week 13 Day 2 | Assessment | Carne, K. & Dkinner, B. (2003). Community Resource Mapping: A strategy for promoting successful transitions for youth with disabilities, In <i>Information Brief</i> , vol 2(1). National Center on Secondary Education and Transition, Minneapolis, MN. Retrieved 8-19-11 from http://education.missouri.edu/orgs/mper/files/Mapping%20NCSETInfoBrief2.1.pdf Forrester-Jones, R., Carpenter, J., Coole-Schrijer, P., Cambridge, P., Tate, A., Beecham, J., Hallam, A., Knapp, M., & Wooff, D. (2006). The social networks of people with intellectual disability living in the community 12 years after | Discussion Board |

| | | | |
|---|---|---|------------------|
| | | <p>resettlement from long-stay hospitals. <i>Journal of Applied Research in Intellectual Disabilities</i>. Volume 19, Issue 4, pages 285–295</p> <p>Sarason, I. & Sarason, B. (2009). Social support: Mapping the construct. <i>Journal of Social and Personal Relationships</i>. SAGE Publications Vol.26(1):113-120</p> | |
| Week 14 Day 1 | Models of Practice | <p>Text- Chapter 14</p> <p>Person Centered Planning Training- http://www.ncdhhs.gov/mhddsas/providers/personcenteredthinking/pcp-standard/index.htm</p> <p>O'Brien, C. & O'Brien, J. (2002). The origins of person-centered planning: A community of practice perspective. In S. Holburn & P.M. Vietze (Eds.), <i>Person-centered planning: Research, practice, and future directions</i>, (pp. 3-27). Baltimore: Paul H. Brookes Publishing Co.</p> <p>Jeff's Story- https://www.youtube.com/watch?v=LiTcUi5K6Mc</p> | |
| Week 14 Day 2 | Models of Practice | <p>Carr, E. et.al. (2002). Positive Behavior Support; Evolution of an applied science. <i>Journal of Positive Behavior Interventions</i> , 4(1), 4-16</p> <p>Video: Carly- https://www.youtube.com/watch?v=vNZVV4Ciccg</p> <p>The Family Center on Technology & Disability- http://www.fctd.info/</p> | Discussion Board |
| Module 4 Quiz | | | |
| Module 5 Practice across the Life Span | | | |
| Week 15 Day 1 | Early Childhood & School-Age Children: 504s and IEPs | <p>IDEA Part C PowerPoint and Handouts (on blackboard)</p> <p>Comparison chart- http://www.ncl.org/disability-advocacy/learn-ld-laws/adaaa-section-504/section-504-idea-comparison-chart</p> <p>Child Abuse and Children with Disabilities Statistics- https://www.childwelfare.gov/can/statistics/stat_disabilities.cfm</p> | |

| | | | |
|---|---|--|------------------|
| | | Video: What is an IEP? Video: What is a 504 plan? Misunderstood Minds- http://www.pbs.org/wgbh/misunderstoodminds/intro.html | |
| Week 15 Day 2 | Transition-Age Youth & Adulthood | Legal Responsibility of School District Ben's Transition Story Helping Homes | Discussion Board |
| Week 16 Day 1 | Parenting with Disabilities | Rocking the Cradle: Ensuring the Rights of Parents with Disabilities and Their Children Read the findings- http://www.ncd.gov/publications/2012/Sep272012/ Review the website- The Center for Rights of Parents with Disabilities http://www.disabledparentrights.org/ Video: We are Family Video- Fighting for a Newborn | |
| Week 16 Day 2 | Older Adults | Gilson, S. & Netting, F.E. (2005). When people with pre-existing disabilities age in place: implications for social work practice. <i>Health and Social Work</i> | Discussion Board |
| Module 5 Quiz | | | |
| Project Due Monday: Critical Review of a Media Portrayal | | | |

736

737 REQUIRED TEXTS/READINGS:738 Mackelprang, R.W. & Salsgiver, R.O. (2009). *Disability: A diversity model approach in human service practice* (2nd ed.). Chicago: Lyceum Books, Inc.

739 Available on Blackboard:

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

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

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

746

747 ASSIGNMENTS & EVALUATION OF COURSE OUTCOMES

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

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

752

| ASSIGNMENT | POINTS |
|--|--------|
| ATTENDANCE/PARTICIPATION- as measured by timeliness of | 25 |

| | |
|--|------------------|
| reflection posts on Discussion Board, and quality and quantity of online discussions with peers. | |
| REACTION TO APPLIED EXPERIENCE | 25 |
| CRITICAL REVIEW OF MEDIA PORTRAYAL | 25 |
| QUIZZES (5 x 5 points each) | 25 |
| | TOTAL 100 |

753
754 Assignment #1: Attendance and Participation- 25 total points (as measured by timeliness of discussion
755 board posts, quality and quantity of online discussion board posts, and discussions with peers.)
756 Due: **Every Friday by 11:59pm for initial blackboard posts; Every Monday by 11:59pm for responses to**
757 **peers**
758 **Learning social work practice skills as they relate to individuals with disabilities requires regular**
759 **participation and collaboration with peers. Preparation, attendance, and participation in this course**
760 **are the responsibility of each student. As points cannot be given for attendance, points are assigned**
761 **for required Blackboard posts AND responses to peers.**
762 **Points for attendance and participation will be measured by meeting the deadlines for post**
763 **requirements and the quality and quantity of your discussions with your peers.**
764 **BLACKBOARD DISCUSSION REQUIREMENTS (25 Points):** For each week, there is an expectation that
765 **you will respond to the online blackboard discussion topics. There is no length requirement, but it is**
766 **expected that your posts will demonstrate mastery of the readings for that week. It is also expected**
767 **that you will engage in discussion with at least 2 classmates for each discussion board. A rubric for**
768 **blackboard discussion posts is provided below.**
769
770 **Assignment #2 (CLOs 1, 2, 3, 4): Critical Review of a Media Portrayal (Movie, Book, Play) of a family**
771 **with a member who has a special need- 25 points**
772
773 **Due: TBD**
774
775 This paper should be 6-8 pages, double-spaced, and should review the content of the movie/book/play
776 etc. and then critique it. To do this, you will select a movie from the movie list provided by instructor.
777 Utilize one character in the film to create a short case study for your presentation. Then, discuss models
778 of disability, disability culture, and language as they relate to your character and/or family. Assess the
779 social supports available to the character with disability(ies). Analyze practice, policy, and ethical issues
780 present in the movie context. Finally, include and explain a resource or social support map for the
781 individual character with disability(ies). Use professional literature and evidence based-practices to
782 support your discussion.
783
784 In your paper, use relevant literature to support your critique and follow APA format. The media review
785 topic must be approved in advance.
786
787 You will submit your paper via the assignment link in Blackboard.
788
789 **Assignment #3 (CLOs 1, 2, 3, 4): Reaction to Applied Experience- 25 points**
790
791 **Due: TBD**
792
793 You must choose an applied experience with a family of a child with a disability. Examples include but
794 are not limited to the following: interviewing the family of a child with a disability, participating in a

795 home visit with an early interventionist, attending a support group meeting, or attending an IFSP or IEP
 796 meeting. This must be pre-approved by the instructor. You will write a reaction paper related to your
 797 applied experience. In the paper, you should also link your experience to the text readings and other
 798 course material. You will submit your paper via the assignment link in Blackboard.

799
 800 You should then develop a narrated PowerPoint or video presentation of your experience that includes
 801 an overview of your child and family, the applied experience, and your reaction of the experience and
 802 what you learned. Be sure to link your presentation to text. We will be posting these in Blackboard for
 803 discussion with peers.

804
 805 Both the paper and presentation should follow APA format. **Please change identifying information to**
 806 **protect confidentiality.**

807
 808 **Assignment #4 (CLOs 1, 2, 3, 4): Quizzes (5 x 5 points each)- 25 points**

809
 810 Due: TBD

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

816
 817 **Final grades will be based on the following scale:**

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

818
 819 **IV. INSTRUCTIONAL METHODS**

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

829
 830 **Important:** When registering for a hybrid (online and on campus) course, students are expected to be
 831 knowledgeable about Blackboard/internet technology and encouraged to visit the Distance Education
 832 web link <http://uncp.edu/distance/> to complete the Online Student Orientation. As students are
 833 responsible for resolving any technical difficulties, they are encouraged to note distance education
 834 personnel who they may contact for support. Students are encouraged to have multiple copies of work
 835 submitted. Please have an alternate plan for accessing a computer with internet access on-campus or
 836 other location in case of technical problems. Computer difficulties do not serve as an acceptable reason
 837 for late submission of course assignments. *At times, students may receive an error message when*
 838 *transitioning through exams. During such occasions, students are **only** to contact the **course instructor***

839 *to reset the exam, contact should take place via email stating an error message was received and the*
840 *student needs the exam reset.*

841

842 **V. CLASS POLICIES**

843

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

847

848 **Attendance and Participation Policy: On-line Attendance:** On-line class participation is critical to the
849 learning and integration of materials. Therefore, the Social Work Department has implemented the
850 following policy. There are no excused absences. A student will fail the class if more than *six class hours*
851 *are missed*. Each week of blackboard discussion is equivalent to three hours of attendance in class. See
852 University Academics Policies at <http://www.uncp.edu/sa/handbook/11academic.htm>

853 Therefore, missed postings/assignments per week represent three missed hours of class time (i.e.

854 missed blog, exam, or paper submission). Students are therefore encouraged to be mindful of absences

855 and late posts and make every effort to be in attendance. Students are expected to have read assigned

856 material prior to the class discussion blogs. Students are also expected to participate in any Blackboard

857 discussions that may be announced. Students are responsible for any material covered in class

858 discussion or blog at a time for which they were absent. See University Academics Policies at

859 <http://www.uncp.edu/sa/handbook/>

860

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

870

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

876

877 **Academic Integrity/Plagiarism**

878 Social workers must demonstrate high standards of integrity. Every student is expected to do his or her
879 own work (group work may be allowed and if so you will receive instructions on these assignments) and
880 all of the work produced will be expected to be completed in its entirety by the student who turns it in.

881 Cheating and plagiarism will not be tolerated. Any acts of plagiarism, including not acknowledging

882 sources of information appropriately and in accordance with APA guidelines, may result in a failing grade

883 in the course. School and University policies on academic integrity (Academic Honor Code) will be

884 strictly enforced. Students found to have intentionally and knowingly cheated or plagiarized will receive

885 no credit for the exam or assignment, may receive a failing grade for the course and may be subject to

886 appropriate referral to the Office of Student Conduct for further action. (See the UNCP Office of Student

887 Conduct for more information). Students who observe others violate this policy are expected to report
888 this to the instructor.

889

890 **SafeAssign:** The instructor reserves the right to require that students submit all papers and assignments
891 through turnitin.com or SafeAssign. Both are online systems which can determine if work has been
892 copied from another source. The instructor will provide information on submitting assignments through
893 this system at the beginning of the semester. For a more detailed look at this process, please visit
894 <http://www.turnitin.com> or <http://www.safeassign.com/>.

895

896 **Code of Conduct:** A productive learning environment that is not inhibited by disruptive behavior is
897 important in the BSW program. Students must engage in self-evaluation to determine if their behaviors
898 are affecting the learning opportunities of other students. Students will be informed by the course
899 instructor as to whether behaviors, including online behaviors, are disruptive and unethical within an
900 undergraduate level social work program (i.e. personal conversations when instructor or student are
901 speaking, leaving class (even during an online session) to obtain food and then returning). In instances
902 of disruptive behavior, students will receive a one point deduction per occurrence as well as a meeting
903 with the course instructor and documentation in department file to be discussed with social work
904 faculty. Additional measures are expressed in the Code of Conduct at
905 <http://www2.uncp.edu/studentconduct/code/>.

906

907 **UNCP Religious Holiday Policy:**

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

913

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

921

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

926

927 **Giving and Taking Help:** The practice of social work includes two important concepts: "process" and
928 "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and
929 self-discipline a social worker employs in achieving a goal. The social work faculty finds that the
930 "process" is as significant as the "outcome." When one student assists another by sharing projects, term
931 papers, book reports, reaction papers, and other assignments,
932 the benefits of the "process" are usurped. The student who recycles the assignment is denied the
933 opportunity to enhance his/her self-discipline and work habits. Simply stated, *do not share your work*
934 *with other students*. The social work faculty considers such behavior as cheating, a violation of the

935 NASW Code of Ethics and a violation of the Student Honor Code. You are also not to use the same
936 assignment in two different classes without permission of both instructors.

937
938 **Plagiarism:** The Social Work Program does not permit plagiarism. All students enrolled in SWK courses
939 are required to use the APA citation style. Students will lose points on assignments if the APA citation
940 style is not used. APA manuals can be purchased in the bookstore. There is a copy on closed reserve in
941 the library. Also refer to the [Library resource for APA](#).

942
943 According to the APA Manual, professionals "...do not claim the words and ideas of another as their
944 own; they give credit where credit is due (APA Ethics code Standard 8.11, Plagiarism). Quotation marks
945 should be used to indicate the exact words of another. *Each time* you paraphrase another author (i.e.,
946 summarize a passage or rearrange the order of a sentence and change some of the words), you need to
947 credit the source in the text" (APA Manual, 2010, p. 15).

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

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

958

959 V. UNIVERSITY SUPPORT SERVICES

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

962 In post-secondary school settings, academic accommodations are not automatic; to receive
963 accommodations, students must make a formal request and must supply documentation from a
964 qualified professional to support that request. Students who believe they qualify must contact
965 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
966 accommodation process. All discussions remain confidential. Accommodations cannot be provided
967 retroactively. More information for students about the services provided by DSS and the
968 accommodation process may be found at the following links:

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

970 [https://www.uncp.edu/academics/opportunities-programs-resources/academic-resources/disability-](https://www.uncp.edu/academics/opportunities-programs-resources/academic-resources/disability-support-services/student-11)
971 [support-services/student-11](https://www.uncp.edu/academics/opportunities-programs-resources/academic-resources/disability-support-services/student-11)

972 **The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing
973 process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from
974 any course or department are welcome to use the Center. Tutors work with students on all types of
975 writing assignments, including application essays and personal statements. The University Writing
976 Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students
977 should visit <http://www2.uncp.edu/writing/>

978 **Students with Disabilities:** Any student with a documented disability needing academic adjustments is
979 requested to speak directly to the Accessibility Resource Center and the instructor, as early in the
980 semester (preferably within the first week) as possible. All discussions will remain
981 confidential. Please contact Nicolette Campos, Accessibility Resource Center, D.F. Lowry Building,
982 910-521-6695.

983 **Tutoring** is available for most subjects in the Center for Academic Excellence to groups of up to five
984 students per session, with peer tutors who show proficiency in courses and have been trained in
985 effective tutoring strategies. To get the most effective results, students should sign up for tutoring as
986 soon as possible after the beginning of the semester, come to tutoring sessions with specific questions
987 prepared regarding course material, and attend the sessions consistently. Sign up for tutoring by
988 contacting Courtney Walters at 910-775-4408 or courtney.walters@uncp.edu.

989 **Student Support Services** provides eligible students with one-on-one and group tutoring, personal
990 counseling, and assistance with applying for financial aid. Contact the TRIO office in the A and B suites in
991 Jacobs Hall.

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

1000 **The Resource Learning Lab** in the Center for Academic Excellence offers computer based, self-paced
1001 tutoring in basic writing skills from composing sentences, paragraphs, and essays, to addressing
1002 common writing problems, basic reading comprehension, and word problem dissection. These programs
1003 are 4 – 8 weeks long and offer non-credit, collectable test performance data on each student's progress.
1004 The Resource Learning Lab also offers self-help DVDs for academic study skills such as Values and Goals,
1005 Time Management, Critical Thinking and Problem Solving, Active Listening and Note Taking,
1006 Researching, Reading and Writing, and Studying and Test Taking. The Resource Learning Lab is available
1007 to all students, whether right out of high school or non-traditional students needing a refresher, by
1008 contacting Mark Hunt at 910-775-4393 or mark.hunt@uncp.edu.

1009 **Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students
1010 regardless of academic standing or class standing. Participants are matched up with a peer mentor to
1011 meet for one 30 minute session each week to discuss progress in current classes and help students
1012 further develop their academic skill sets such as time management, test preparation, utilization of
1013 textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's
1014 policies and procedures such as grade replacements and academic appeals. ARMs host regular skill
1015 enhancement workshops that are available to all students, including those not regularly seeing a
1016 mentor. Workshops address specific topics such as understanding your educational expenses, preparing
1017 for your future career, the importance of being involved on campus, and what to do in order to recover
1018 from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or
1019 jennifer.bruner@uncp.edu.

1020 **A Note about Self-Disclosure:** The social worker uses the self as a tool in the helping process and must
1021 constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception
1022 of one's own actions and feelings, and the effects of one's behavior on
1023 others) is emphasized throughout the social work curriculum. Students may be called upon through
1024 exercises, written assignments, and/or in-class discussions, to identify and explore their values, beliefs,
1025 and life experiences in order to assess their influence on future worker/client
1026 interactions. Although students are encouraged, assisted, and expected to engage in the process of self-
1027 exploration and personal growth, no student will be required to disclose information beyond what is
1028 considered by the student to be comfortable and appropriate. In this class, students role-play various
1029 client situations. There is no requirement to disclose any personal information about yourself. If you
1030 choose to do so during a role-play, it is essential to remember that you are learning skills and the

1031 classroom is not a therapeutic environment. If any situation is unclear, consult the instructor for
 1032 assistance.

1033

1034

Discussion Board Criteria and Expectations

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

1035 Each week you can earn up to five points on discussion board. Discussion board posts and activities are
 1036 graded according to the above criteria. This comprises your attendance/ participation grade for the
 1037 semester.

1038

1039

1040

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1041

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1078 **Appendix D: Syllabus from the Department of Health, Physical Education, and Recreation**

1079
1080 **UNIVERSITY OF NORTH CAROLINA-PEMBROKE**
1081 **DEPARTMENT OF PHYSICAL EDUCATION**
1082 **EXER 5XXX (5120) Advanced Teaching Methodologies Health/PE II**
1083 **Spring 2016**

1084
1085 Teacher Education Program

1086 Accredited by:

1087 National Council for Accreditation of Teacher Education (NCATE)
1088 North Carolina Department of Public Instruction (NCDPI)
1089



Instructor Dr. Denny Scruton

Phone 521-6342

E-mail scruton@uncp.edu

Credits and Meeting Times

3 semester hours

TBA

1090 **Course Description**

1091 This course is designed to explore physical education teaching methods and strategies with
1092 specific emphasis on designing and delivering learning experiences for secondary level students.
1093 Students will be instructed on how to provide appropriate learning experiences and assessment
1094 techniques in Health and Physical Education. Instructional content development, student
1095 motivation and inclusion techniques along with observational tools will also be covered.
1096

1097 **UNCP Teacher Education Conceptual Framework**

1098 *Theme: Preparing professional educators who are committed, collaborative, and competent.*

1099 The UNCP Teacher Education Program is committed to the public school mission of preparing P-
1100 12 learners for full participation in a democratic society. We believe that all P-12 learners are
1101 entitled to the highest quality instruction, services, resources, and facilities that society can
1102 provide. UNCP's primary responsibility in that noble effort is to prepare competent and
1103 collaborative professional educators committed to the mission of public education.
1104

1105 **Teacher Education Standards Developed by EXER 5120:**

1106 *North Carolina Standards for Graduate Teacher Candidates (for MAT and MA Licensure candidates)*
1107

1108 I – Teacher Leadership

- 1109 A. Candidates demonstrate effective ongoing communication, collaboration, and team-
1110 building among colleagues.
1111 B. Candidates facilitate mentoring and coaching with novice teachers.
1112 C. Candidates set goals and establish priorities while promoting educational initiatives
1113 that positively affect student learning
1114 D. Candidates participate in professional learning communities.
1115

1116 II – Respectful Educational Environments

- 1117 A. Candidates facilitate the development of inviting, respectful, supportive, inclusive,
1118 and flexible educational communities
1119 B. Candidates create collaborative partnerships with families, schools, and communities
1120 to promote a positive school culture

- 1121 C. Candidates facilitate and model caring and respectful treatment of individuals within
1122 the learning community.
- 1123 D. Candidates demonstrate knowledge and understanding of diverse world cultures and
1124 global issues.
- 1125 E. Candidates encourage high expectations for all students.
- 1126 F. Candidates collaboratively design and implement curriculum and instruction that is
1127 responsive to learner differences.
- 1128 III – Content and Curriculum Expertise
- 1129 A. Candidates demonstrate in-depth knowledge of curriculum, instruction, and
1130 assessment
- 1131 B. Candidates model the integration of 21st-century content and skills into educational
1132 practices
- 1133 C. Candidates develop relevant, rigorous curriculum
- 1134 IV – Student Learning
- 1135 A. Candidates seek out and use existing research to inform school practices.
- 1136 B. Candidates design action research to investigate and improve student learning and
1137 school policies and practices
- 1138 C. Candidates model technology integration that supports student learning.
- 1139 D. Candidates critically analyze student and school performance data to determine
1140 needs and plan instruction that is rigorous, coherent, and substantiated within a
1141 theoretical and philosophical base.
- 1142 V. Reflection
- 1143 A. Candidates promote an educational culture that values reflective practice.
- 1144 B. Candidates model the development of meaningful professional goals.
- 1145 C. Candidates model personal and professional reflection to extend student learning and
1146 school improvement.

1148 **Course Objectives**

1149 Upon completion of this course students should be able to:

- 1150 1. Describe a physically educated person and discuss the importance of physical education to a
1151 healthy lifestyle.
- 1152 2. Set quality goals and objectives in the psychomotor, cognitive, and affective domains.
- 1153 3. Discuss various means to develop and maintain a functional learning environment.
- 1154 4. Demonstrate means to handle various behavioral issues.
- 1155 5. Demonstrate and evaluate various teaching strategies including, station teaching, peer teaching,
1156 cooperative learning, self-instruction, cognitive strategies, and team teaching.
- 1157 6. Design curricular, unit, and daily plans for secondary PE.
- 1158 7. Discuss the importance of, and relationship between, planning and evaluation in accomplishing
1159 program goals.
- 1160 8. Identify professional organizations and their importance to continuing professional
1161 development.

1163 **Textbooks:** Darst, Pangrazi, Sariscsany, Brusseau: Dynamic Physical Education for Elementary School
1164 Children

1166 **Statement on Electronic Portfolios and Taskstream:** Program approval by the North Carolina Department of
1167 Public Instruction requires portfolios of student work to be posted and assessed in an electronic
1168 portfolio system; the Teacher Education Program at the University of North Carolina at Pembroke has

1169 adopted Taskstream for that system. *Student work from this class may be part of that program*
 1170 *assessment system.* You may be asked to upload materials from this course to Taskstream during this
 1171 semester, or you may be asked to do so before or during your professional semester. This assessment
 1172 process will not affect your grade in this class, but compliance with this program requirement is required
 1173 in order to be recommended for licensure at program completion.

1174

1175 **Attendance Policy**

1176 Your attendance and participation in class are essential for your own learning. Students are encouraged
 1177 to attend all class meetings. If absent, you are responsible for all material covered, including any written
 1178 class assignments. The Health and Physical Education Teacher Education requires that students attend
 1179 at least 90% of all classes in order to receive a passing grade. There is no penalty for university-excused
 1180 absences. If a major personal problem or illness develops, contact me by phone or email.

1181

1182 **Course Evaluation**

| | | |
|------|-----------------|------------|
| 1183 | Teaching (3) | 15% |
| 1184 | Packet | 20% |
| 1185 | Test 1 | 15% |
| 1186 | Web Assignments | 20% |
| 1187 | Research Paper | 15% |
| 1188 | Test 2, Final | <u>15%</u> |
| 1189 | | 100% |

1190

1191 **The Honor Code:** Students have the responsibility to know and observe the UNCP Academic Honor
 1192 Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or
 1193 falsification of information, and complicity in academic dishonesty. Any special requirements or
 1194 permission regarding academic honesty in this course will be provided to students in writing at
 1195 the beginning of the course, and are binding on the students. Academic evaluations in this
 1196 course include a judgment that the student's work is free from academic dishonesty of any type
 1197 and grades in this course therefore should be and will be adversely affected by academic
 1198 dishonesty. Students who violate this code can be dismissed from the University. The normal
 1199 penalty for a first offense is an F in the course. Standards of academic honor will be enforced in
 1200 this course. Students are expected to report cases of academic dishonesty to the instructor. In
 1201 general, faculty members should, and will, take preventative measures to avoid cases of
 1202 academic dishonesty (for example, examinations should be carefully proctored). However, a
 1203 faculty member's failure to take such measures is no excuse for academic dishonesty. Academic
 1204 honesty and integrity, in the final analysis, are matters of personal honesty and individual
 1205 integrity on the part of every student. More information on the academic honor code can be
 1206 found at <http://www.uncp.edu/sa/pol_pub/honor_code.htm>.

1207

1208 **University Religious Holiday Observance Policy:** The University of North Carolina at Pembroke has a
 1209 legal and moral obligation to accommodate all students who must be absent from classes or
 1210 miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or
 1211 penalize these students for exercising their rights to religious observance. To accommodate
 1212 students' religious holidays, each student will be allowed two excused absences each semester
 1213 with the following conditions:

- 1214 1. Students, who submit written notification to their instructors within two weeks of the
 1215 beginning of the semester, shall be excused from class or other scheduled academic

- 1216 activity to observe a religious holy day of their faith. Excused absences are limited to
 1217 two class sessions (days) per semester.
 1218 2. Students shall be permitted a reasonable amount of time to make up tests or other
 1219 work missed due to an excused absence for a religious observance.
 1220 3. Students should not be penalized due to absence from class or other scheduled
 1221 academic activity because of religious observances.
 1222 A student who is to be excused from class for a religious observance is not required to provide a
 1223 second-party certification of the reason for the absence. Furthermore, a student who believes
 1224 that he or she has been unreasonably denied an education benefit due to religious beliefs or
 1225 practices may seek redress through the student grievance procedure.
 1226

1227 **ADAAA Syllabus Access Statement**

1228 Federal laws require UNCP to accommodate students with documented learning, physical,
 1229 chronic health, psychological, visual or hearing disabilities. In post-secondary school settings,
 1230 academic accommodations are not automatic; to receive accommodations, students must make
 1231 a formal request and must supply documentation from a qualified professional to support that
 1232 request. Students who believe they qualify must contact Disability Support Services (DSS) in DF
 1233 Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All
 1234 discussions remain confidential. Accommodations cannot be provided retroactively. More
 1235 information for students about the services provided by DSS and the accommodation process
 1236 may be found at the following links:

1237 <http://www.uncp.edu/dss/students/currentstudentfaq.htm>

1238 <http://www.uncp.edu/dss/policies/html/faqfaculty.htm>

1239 <http://www.uncp.edu/dss/faculty/syllabistatement.htm>
 1240
 1241

1242 **Course Outline**

1243
 1244 **(Note:** Readings should be completed prior to class. Previous material should be reviewed. Students
 1245 should learn and understand definitions of key chapter terms.)
 1246

| 1247 | Date | Topic | Reading | Assignment |
|------|-------------|------------------------|----------------|-------------------|
| 1248 | | | | |
| 1249 | Week 1 | Introduction/ Syllabus | | |
| 1250 | | Chapter 1 | Chap 1 | |
| 1251 | | | | |
| 1252 | Week 2 | Chapter 2 | Chap 2 | Web #1 |
| 1253 | | Objectives | | |
| 1254 | | | | |
| 1255 | Week 3 | Chapter 3 | Chap 3 | |
| 1256 | | Video | | |
| 1257 | | | | |
| 1258 | Week 4 | Chapter 4 | Chap 4 | Web #2 |
| 1259 | | Lesson Plan | | |
| 1260 | | | | |
| 1261 | Week 5 | Chapter 5 | Chap 5 | |
| 1262 | | Teaching Introduction | | |
| 1263 | | | | |

| | | | | |
|------|---|--|--|--------------------|
| 1264 | Week 6 Test 1 | Physical Education | | Study! |
| 1265 | | | | |
| 1266 | | | | |
| 1267 | Week 7 | Midterm Exam | | Midterm |
| 1268 | | | | |
| 1269 | | | | |
| 1270 | Week 8 | Chapter 6 | | Chap 6 |
| 1271 | | | | |
| 1272 | Week 9 | Chapter 8 | | Chap 8 |
| 1273 | | Health Curriculum/Discussion Participation | | Web |
| 1274 | | | | |
| 1275 | | | | |
| 1276 | Week 10 | Health for Life | | Web |
| 1277 | | Teaching Health | | Web #3 |
| 1278 | | | | |
| 1279 | Week 11 | Teaching Health | | |
| 1280 | | Teaching Health | | |
| 1281 | | | | |
| 1282 | Week 12 | Chapter 11 | | Chap 11 |
| 1283 | | Health | | Web #4 |
| 1284 | | | | |
| 1285 | Week 13 | Portfolio Prep | | |
| 1286 | | Portfolios Due/Review Teaching Exam | | Packets Due |
| 1287 | | | | |
| 1288 | Week 14 | Teaching Exam Health and PE | | Web #5 |
| 1289 | | Teaching Exam Health and PE | | |
| 1290 | | | | |
| 1291 | Week 15 | Final Teaching | | Research Paper Due |
| 1292 | | | | |
| 1293 | | | | |
| 1294 | Exam Week | Final Exam | | |
| 1295 | | | | |
| 1296 | *Please note that the syllabus is subject to change. | | | |
| 1297 | | | | |
| 1298 | | | | |

1299 **Appendix E: Syllabi from the Department of Educational Leadership and Counseling**

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

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

Approved by:
North Carolina Department of Public Instruction (NCDPI)

Fall, 2015

Course Information

1312 **Course Prefix & Title:** CNSxxxx *School Counselor as Leader, Advocate, and Consultant*

1313 **Course Catalog Description:** A comprehensive study is made of contemporary practices of leadership,
1314 advocacy, and consultation in the school counseling profession. The course includes study of the
1315 transformation of the role of the professional school counselor, comprehensive guidance programs and
1316 the National Model, accountability measures, leadership qualities and styles, and fostering family,
1317 school, community connections in the 21st century. Theories and models of leadership and consultation
1318 are presented which school counselors can utilize to enhance the services they provide.

1319 **Credit Hours:** 3

1320 **Course Prerequisite:** Completion of core counseling courses or permission of the program director and
1321 instructor.

1322 **Meeting Times:** Asynchronous

1323 **Class Location:** Blackboard

1324 **Instructor Information:**

1325 Jeffrey M. Warren, PhD., LPC, NCC, NCSC, ACS

1326 Office Phone: 910-775-4414

1327 Email: jeffrey.warren@uncp.edu

1328 Office Locations: 346 Education Center

1329 Office Hours: Monday (9:30am-10:30am), Tuesday (12pm-3pm), Wednesday (12pm-3pm)

1330 **Course Requirements:**

1332 **Textbook & Resources**

1333 Erford, Bradley T. (2007). *Transforming the school counseling profession*. Upper Saddle River, New
1334 Jersey: Pearson Education, Inc.

1335 Northouse, P. G. (2014). *Introduction to leadership: Concepts and practices*, 3rd ed. Thousand Oaks,
1336 CA: Sage.

1337 American Psychological Association (2009). *Publication manual of the American Psychological*

1338
1339 *Association* (6th ed.). Washington DC: APA

1341 **ACA Code of Ethics available for download:** <http://www.counseling.org/>

1343 **Recommended Readings:**

1344 **UNCP Teacher Education Conceptual Framework:**

1345 *Theme: Preparing professional educators who are committed, collaborative, and competent.*

1346 The UNCP Teacher Education Program is committed to the public school mission of preparing P-12
 1347 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to
 1348 the highest quality instruction, services, resources, and facilities that society can provide. UNCP's
 1349 primary responsibility in that noble effort is to prepare competent and collaborative professional
 1350 educators committed to the mission of public education.

1351

1352 **Relationship of Course to the Conceptual Framework:**

1353 This specialty course equips students with knowledge of roles, functions, and responsibilities of a
 1354 professional school counselor. Aspects of leadership development, strategies for advocacy, and models
 1355 of consultation are explored in an effort to promote skills pertinent to the profession in the 21st century.
 1356 Specifically, students enrolled in this course learn how to utilize tools and skills and are prepared to
 1357 serve all students regardless of race, ethnicity, culture or any other characteristic, therefore
 1358 demonstrating a commitment to public education. Students also solidify competency as practitioners
 1359 knowledgeable of strategies that impact socio-emotional health and are willing to collaborate with all
 1360 stakeholders in an effort to effect student success.

1361 **Teacher Education Standards addressed in this course:**

1362 *North Carolina Professional School Counseling Standards*

1363 Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

- 1364 • School Counselors demonstrate leadership in the school.
- 1365 • School Counselors advocate for schools and students.
- 1366 • School Counselors demonstrate high ethical standards.

1367

1368 Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students

- 1369 • School Counselors foster a school environment in which each child has a positive, nurturing
 1370 relationship with caring adults.
- 1371 • School Counselors work collaboratively with the families and significant adults in the lives of
 1372 students.

1373

1374 Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive
 1375 School Counseling Program

- 1376 • School Counselors align their programs to support student success in the North Carolina
 1377 Standard Course of Study
- 1378 • School Counselors understand how their professional knowledge and skills support and
 1379 enhance student success.
- 1380 • School Counselors recognize the interconnectedness of the comprehensive school counseling
 1381 program with academic content areas/disciplines.
- 1382 • School Counselors develop comprehensive school counseling programs that are relevant to
 1383 students.

1384

1385 Standard 4: School Counselors Promote Learning for All Students

- 1386 • School Counselors plan their programs for the academic, career, and personal/social
 1387 development of all students.
- 1388 • School Counselors use a variety of delivery methods.
- 1389 • School Counselors use and promote effective listening and communication skills.

1390

1391 Standard 5: School Counselors Actively Reflect on Their Practice

- 1392 • School Counselors function effectively in a complex dynamic environment.

1393

1394 **Attendance Expectations**

1395 You are required to attend all class sessions whether synchronous or asynchronous. If you must miss a
 1396 class, please notify your instructor by e-mail at least 48 hours in advance. Announcements regarding
 1397 schedule delays or the closing of the university due to adverse weather conditions will be broadcast on
 1398 local radio and television and posted on the university home page on the Internet but should not have
 1399 any bearing on your class attendance or participation due to the on-line nature of this course.

1400 **Technology Expectations**

- 1401 a. Access to the Internet with high-speed connection (not dial-up).
 1402 b. Check your UNCP student email account and Blackboard on a daily basis.
 1403 c. Adobe Acrobat Reader for viewing documents.
 1404 d. Microsoft Office or other word processing software capable of creating/opening
 1405 Word compatible files (.DOC)
 1406 e. **Include your name AND class in closing on every email you send.**

1407 **Writing Expectations**

1408 Written assignments will be graded for completion, quality, and relevance. Please double space, 12 pt
 1409 fonts. Any not double spaced, 12 pt fonts will be returned and considered late when resubmitted (this
 1410 does not apply to discussion posts). Any assignment turned in late will receive NO credit unless prior
 1411 approval has been granted for extenuating circumstances. Re-do work is due as specified.
 1412 All written assignments should be spelled correctly, be grammatically correct, and use standard English.
 1413 If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP
 1414 Writing Center in the Dial Building room131or call 910.521.6546, or email writing@uncp.edu.
 1415 All writing assignments for this class must follow APA reference and citation format unless otherwise
 1416 specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest
 1417 the following links for APA assistance:

1418 <http://owl.english.purdue.edu/owl/resource/560/16/>

1419 <http://www.apastyle.org/faqs.html>

1420

1421 **CACREP 2009 Standards addressed in this course:**1422 **Course Objectives and Learning Outcomes:**

1423 A. Knowledge - The student will:

- 1424 • Acquire an applied knowledge of the National Standards of Practice for professional school
 1425 counselors, and how they apply to prevention and early interventions (CACREP School Counseling
 1426 Standards, C.1.b)

1427

1428 B. Skills - The student will be able to:

- 1429 • Use, management, analysis, and presentation of data from school- based information (e.g.,
 1430 standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews,
 1431 focus groups, and needs assessments to improve student outcomes (CACREP School Counseling
 1432 Standards, C.1.a)
 1433 • Implement and evaluate specific strategies that meet program goals and objectives (CACREP School
 1434 Counseling Standards, C.1.c)

1435

1436 C. Attitudes, Values, and Dispositions - The student will be able to:

- 1437 • Value the importance of school counselors role in students academic achievement

1438

1439 D. Diversity - The student will:

- 1440 • Increase awareness of counselors' selection of counseling approaches (e.g. programs) in social
 1441 justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices,
 1442 processes of intentional and unintentional oppression and discrimination, and other culturally
 1443 supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP
 1444 standard section II 2.d);
- 1445 • Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family
 1446 structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and
 1447 mental status, and equity issues in school counseling and in program selection and development
 1448 specifically (CACREP School Counseling Standards, A.8.).

1449

1450 E. Technology - The student will:

- 1451 • Understand the use of technology in the design, implementation, monitoring and evaluation of a
 1452 comprehensive school counseling program (CACREP Standard Section II 1. C; CACREP School
 1453 Counseling Standards, C.3. d);
- 1454 • Demonstrate an ability to use internet email through regularly emailing the class instructor with
 1455 questions or concerns (CACREP Standard Section II 1. C);
- 1456 • Utilize word processing in writing all of their assignments and papers (CACREP Standard Section II 1.
 1457 C);
- 1458 • Utilize the internet as a source of information in researching projects (CACREP Standard Section II 1.
 1459 C).

1460

1461 **Teaching Strategies: Course Format:** This course is completely on-line. Components and features from
 1462 Blackboard including discussion board, chat and Learning Modules may be used to facilitate growth and
 1463 development in the area of crisis intervention. Case studies, interviews, and podcasts will also be
 1464 incorporated throughout the course. The on-line format is most conducive to highly motivated students
 1465 with the ability to remain organized and work independently.

1466

1467 **Academic Dishonesty Policy:** Students are expected to adhere to the UNC Pembroke Academic Honor
 1468 Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of
 1469 information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive
 1470 a failing grade in the course. See the Student Handbook for details.

1471

1472 **Religious Holiday Policy Statement: The University of North Carolina at Pembroke has a legal and moral**
 1473 **obligation to accommodate all students who must be absent from classes or miss scheduled exams in**
 1474 **order to observe religious holidays; we must be careful not to inhibit or penalize these students for**
 1475 **exercising their rights to religious observance. To accommodate students' religious holidays, each**
 1476 **student will be allowed two excused absences each semester with the following conditions:**

- 1477 **1. Students, who submit written notification to their instructors within two weeks of the**
 1478 **beginning of the semester, shall be excused from class or other scheduled academic**
 1479 **activity to observe a religious holy day of their faith. Excused absences are limited to two**
 1480 **class sessions (days) per semester.**
- 1481 **2. Students shall be permitted a reasonable amount of time to make up tests or other work**
 1482 **missed due to an excused absence for a religious observance.**
- 1483 **3. Students should not be penalized due to absence from class or other scheduled academic**
 1484 **activity because of religious observances.**

1485 **A student who is to be excused from class for a religious observance is not required to provide a**
 1486 **second-party certification of the reason for the absence. Furthermore, a student who believes that he**

1487 **or she has been unreasonably denied an education benefit due to religious beliefs or practices may**
 1488 **seek redress through the student grievance procedure.**

1489
 1490 **ADA Statement:** Federal laws require UNCP to accommodate students with documented learning,
 1491 physical, chronic health, psychological, visual or hearing disabilities.

1492 In post-secondary school settings, academic accommodations are not automatic; to receive
 1493 accommodations, students must make a formal request and must supply documentation from a
 1494 qualified professional to support that request. Students who believe they qualify must contact the
 1495 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
 1496 accommodation process. All discussions remain confidential. Accommodations cannot be provided
 1497 retroactively. More information for students about the services provided by ARC and the
 1498 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

1499 **This publication is available in alternative formats upon request. Please contact Accessibility Resource**
 1500 **Center (ARC), DF Lowry Building, 910-521-6695.**

1501 **Grading Policies:** Assignments are not generally accepted late, however, certain situations may deserve
 1502 consideration. Late assignments will be accepted, at the discretion of the instructor, at a penalty of 10%
 1503 per day. Exams may be rescheduled at the convenience of the instructor. Make up exams may be
 1504 offered in an alternate format in order to maintain integrity of the material on the test.

1505
 1506 Grading Policy of the UNCP Counseling Programs: The Counseling Programs faculty considers course
 1507 grades of "C" or below to be indicative of a problem. Students earning overall course grades of "C" or
 1508 below will be subject to faculty review at the Student Progress Meeting held each semester (see
 1509 Program Handbook for additional information).

1510
 1511 **Course Assignments:**

1512 **1. Philosophy of Leadership. (10 Points)**

1513 Students will write a 2 page philosophy of leadership statement which includes an overview of
 1514 his/her leadership style.

1515 **2. Attendance and Participation. (25 Points)**

1516 **Attendance:** It is expected that students will attend all classes and will be fully responsible for
 1517 content covered in class, textbook, readings, and experiential activities. In the event of an
 1518 unexpected absence, you should contact the instructor **as soon as possible via e-mail**. If you
 1519 need to leave class early, please inform the instructor prior to class. The instructor reserves the
 1520 right to lower the final grade of any student who has more than **ONE UNEXPLAINED OR**
 1521 **UNSUBSTANTIATED ABSENCE**. Students who have more than **TWO ABSENCES** (regardless of
 1522 student's reason) will be asked to withdrawal from this course or receive a fail grade for this
 1523 course.

1524 **Participation:** Participation is essential and expected in this class. The quality of your experience
 1525 in the class, and that of your classmates, is related to the quality of your participation in class
 1526 discussions and exercises, and in the small group projects. Be prepared to engage and actively
 1527 contribute in this class. Read the assigned chapters and do the assigned activities so you can
 1528 interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is
 1529 based on your participation in class. Show respect and a positive, supportive attitude toward
 1530 other members of the class. Points are earned through participation, which means being in class
 1531 and actively participating. Lack of participation will result in a lower final grade.

1532 Quality participation includes:

- 1533 -Active, enthusiastic participation in class discussions and activities
- 1534 -Preparation and understanding of the assigned readings

- 1535 -Asking of thoughtful questions
 1536 -Responding to other students' comments in a constructive, respectful manner
 1537 -Contributing regularly and constructively without dominating.
 1538

3. Module Insights and Responses. (40 Points)

1540 Active participation is essential and expected in this class. The quality of your experience in the
 1541 class, and that of your classmates, is related to the quality of your participation in class
 1542 discussions and exercises, and in the small group projects. **Be prepared to engage and actively**
 1543 **contribute in this class by completing 4 Module Insights and Responses.** Read the assigned
 1544 chapters and do the assigned activities so you can interact appropriately during discussions.
 1545 Learning is not a spectator sport. Part of your grade is based on your participation in class. Show
 1546 respect and a positive, supportive attitude toward other members of the class. Points are
 1547 earned through participation (see rubric below), which means being in class and actively
 1548 participating. Lack of participation will result in a lower final grade. **INSIGHTS AND RESPONSES**
 1549 **WILL NOT BE ACCEPTED AFTER THE DUE DATE.**

1550 Quality participation includes:

- 1551 -Active, enthusiastic participation in class discussions and activities
 1552 -Preparation and understanding of the assigned readings
 1553 -Asking of thoughtful questions
 1554 -Responding to other students' comments in a constructive, respectful manner
 1555 -Contributing regularly and constructively without dominating.

4. Interview and Report (75 points)

1557
 1558 Each student will interview a school administrator or a professional school counselors of a
 1559 Recognized ASCA Model Program (RAMP). Interview questions will be developed by the class as
 1560 a group. Emphasis will be placed on leadership and collaboration. A 5-7 page written report of
 1561 the interview is required with a 4-6 slide Power Point presentation of key insights presented in a
 1562 class discussion.

5. Professional Advocacy Letter/Call (50 points)

1563
 1564 **Students will prepare a list of "talking points" to discuss in a letter or phone call to your**
 1565 **legislator/aide. Be familiar with legislation you favor or do not favor and know WHY you want**
 1566 **your representative to vote for or against particular legislation during the session. Use your**
 1567 **state (NCSCA) or national (ACA) organization to help you plan. Call your legislator (you will**
 1568 **probably speak to the legislative aide) and discuss your "talking points" with this person.**
 1569 **Students will submit the talking points/letter and provide a 2-3 page reflection of the**
 1570 **experience and how your thoughts, feelings, and behaviors exemplify your leadership style**
 1571 **and advocacy tendencies.**

6. Consultation Demonstration (100 points)

1572
 1573
 1574
 1575 **Students will provide a video-recording of a consultation session in which they serve as a**
 1576 **school counselor providing consultation to a teacher or parent. A 5-7 page paper will**
 1577 **accompany the demonstration in which the student will outline the consultation process,**
 1578 **describing the model used and strategies for emphasizing the needs and academic success of**
 1579 **the student.**
 1580
 1581
 1582

1583 **7. Final Exam. (100 points)**

1584 This is a comprehensive exam covering all material presented during the course of the semester.

1585 Questions may be in the form of short answer, fill-in-the-blank, or multiple choice. Possible

1586 exam questions and areas of focus will be discussed prior to the administration of the exam.

| Course Requirements/Assignments | Points Possible |
|--|------------------------|
| Philosophy of Leadership Statement | 10 |
| Attendance and Participation | 25 |
| Module Insights and Responses | 40 |
| Interview and Report | 75 |
| Professional Advocacy Letter/Call | 50 |
| Consultation Demonstration | 100 |
| Exam | 100 |
| Total: | 400 |

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

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



Accredited by:

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

Approved by:

North Carolina Department of Public Instruction (NCDPI)

XXXX SEMESTER, 2015

Course Information

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1609

Course Prefix and Title: CNS xxxx College and Career Readiness

Course Catalog Description:

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

K-12 school communities.

Credit Hours: 3

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

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

Class Location: Education Center #xxx and Blackboard

Instructor Information:

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

Office Phone: 910-775-4414

Email: jeffrey.warren@uncp.edu

Office Locations: 346 Education Center

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

1627

Course Requirements:

1628

1629

Textbook & Resources

Select readings and multimedia presentations

1632

American Counseling Association Code of Ethics

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

1635

American School Counselor Association Ethical Standards for School Counselors

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

1637

1638

1639 UNCP Teacher Education Conceptual Framework

1640 Theme: Preparing professional educators who are committed, collaborative, and competent.

1641 The UNCP Teacher Education Program is committed to the public school mission of preparing P-12
1642 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to
1643 the highest quality instruction, services, resources, and facilities that society can provide. UNCP's
1644 primary responsibility in that noble effort is to prepare competent and collaborative professional
1645 educators committed to the mission of public education.

1646

1647 Relationship of Course to the Conceptual Framework

1648 This specialty course aims to prepare students for work as a professional school counselor. Specifically,
1649 students learn how to utilize the tools and skills of a professional school counselor to serve all students,
1650 demonstrating a commitment to public education. Students also become competent practitioners
1651 knowledgeable of strategies that promote college and career readiness and are willing to collaborate
1652 with all stakeholders in an effort to effect student success.

1653

1654 Teacher Education Standards Addressed in this Course**1655 North Carolina Professional School Counseling Standards****1656 Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration**

1657 School Counselors demonstrate leadership in the school

1658 School Counselors enhance the counseling profession

1659 School Counselors advocate for schools and students.

1660 School Counselors demonstrate high ethical standards.

1661

1662 Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students

1663 School Counselors foster a school environment in which each child has a positive, nurturing
1664 relationship with caring adults.

1665 School Counselors work collaboratively with the families and significant adults in the lives of
1666 students.

**1667 Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive
1668 School Counseling Program**

1669 School Counselors align their programs to support student success in the North Carolina Standard
1670 Course of Study

1671 School Counselors understand how their professional knowledge and skills support and enhance
1672 student success.

1673 School Counselors recognize the interconnectedness of the comprehensive school counseling
1674 program with academic content areas/disciplines.

1675 School Counselors develop comprehensive school counseling programs that are relevant to
1676 students.

1677 Standard 4: School Counselors Promote Learning for All Students

1678 School Counselors know how students learn.

1679 School Counselors plan their programs for the academic, career, and personal/social development
1680 of all students.

1681 School Counselors use a variety of delivery methods.

1682 School Counselors help students develop critical thinking and problem-solving skills.

1683 School Counselors use and promote effective listening and communication skills.

1684 Standard 5: School Counselors Actively Reflect on Their Practice

1685 School Counselors analyze the impact of the school counseling program.

1686 School Counselors function effectively in a complex dynamic environment.

1687

1688 **CACREP 2009 Standards addressed in this course:**

1689 **Learning Outcomes and Assessment:**

| PROFESSIONAL SCHOOL COUNSELING | |
|---|--|
| Standards | Assessment Methods |
| <i>Foundations</i> | |
| <p>1) Students will understand the following:</p> <p>a. career development theories and decision-making models; (CACREP IIG4.a)</p> <p>b. career, avocational, educational, occupational and labor market information resources, and career information systems; (CACREP IIG4.b)</p> <p>c. career development program planning, organization, implementation, administration, and evaluation; (CACREP IIG4.c)</p> <p>d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; (CACREP IIG4.d)</p> <p>e. career and educational planning, placement, follow-up, and evaluation; (CACREP IIG4.e)</p> <p>f. assessment instruments and techniques relevant to career planning and decision making; and (CACREP IIG4.f)</p> <p>g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. (CACREP IIG4.g)</p> | <p>On-line Discussion Post and Learning Module</p> <p>Group Presentations</p> <p>School Counseling Program Audit</p> <p>Final Exam</p> |
| <p>2) Students will demonstrate knowledge and/or skills in the following:</p> <p>C2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.</p> <p>C4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.</p> <p>D2. Provides individual and group counseling and classroom guidance to promote</p> | |

| | |
|---|--|
| <p>the academic, career, and personal/social development of students.</p> <p>E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.</p> <p>F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</p> <p>F4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</p> <p>G3. Identifies various forms of needs assessments for academic, career, and personal/social development.</p> <p>H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.</p> <p>H5. Assesses barriers that impede students' academic, career, and personal/social development.</p> <p>J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p>K2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p>M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students</p> | |
|---|--|

- 1690
- 1691 **Course Format:** This course is hybrid (~1/2 online, ~1/2 face-to-face). Components and features from
- 1692 Blackboard including discussion board, chat and Learning Modules may be used to facilitate growth and
- 1693 development in the area school counseling. Case studies, interviews, and podcasts will also be
- 1694 incorporated throughout the course. The on-line portion of this course is most conducive to highly
- 1695 motivated students with the ability to remain organized and work independently.
- 1696 **Attendance Expectations:** You are required to attend and participate in all class sessions. If you must
- 1697 miss a class, please notify your instructor by e-mail at least 48 hours in advance. Announcements
- 1698 regarding schedule delays or the closing of the university due to adverse weather conditions will be
- 1699 broadcast on local radio and television and posted on the university home page on the Internet but
- 1700 should not have any bearing on your class attendance or participation due to the on-line nature of this
- 1701 course.
- 1702 **Technology Expectations:**
- 1703 a. Access to the Internet with high-speed connection (not dial-up).

- 1704 b. Check your UNCP student email account and Blackboard on daily.
 1705 c. Adobe Acrobat Reader for viewing documents.
 1706 d. Microsoft Office or other word processing software capable of creating/opening
 1707 Word compatible files (.DOC)
 1708 e. **Include your name AND class in closing on every email you send.**

1709 **Writing Expectations:** Written assignments will be graded for completion, quality, and relevance. Please
 1710 double space, 12 pt fonts. Any not double spaced, 12 pt fonts will be returned and considered late when
 1711 resubmitted. Any assignment turned in late will receive NO credit unless prior approval has been
 1712 granted for extenuating circumstances. Re-do work is due as specified.

1713 All written assignments should be spelled correctly, be grammatically correct, and use standard English.
 1714 If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP
 1715 Writing Center in the Dial Building room 131 or call 910.521.6546, or email writing@uncp.edu.

1716 All writing assignments for this class must follow APA reference and citation format unless otherwise
 1717 specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest
 1718 the following links for APA assistance:

1719 <http://owl.english.purdue.edu/owl/resource/560/16/>

1720 <http://www.apastyle.org/faqs.html>

1721

1722 **Academic Dishonesty Policy:** Students are expected to adhere to the UNC Pembroke Academic Honor
 1723 Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of
 1724 information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive
 1725 a failing grade in the course. See the Student Handbook for details.

1726

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 1728 **moral obligation to accommodate all students who must be absent from classes or miss scheduled**
 1729 **exams in order to observe religious holidays; we must be careful not to inhibit or penalize these**
 1730 **students for exercising their rights to religious observance. To accommodate students' religious**
 1731 **holidays, each student will be allowed two excused absences each semester with the following**
 1732 **conditions:**

- 1733 1. **Students, who submit written notification to their instructors within two weeks of the**
 1734 **beginning of the semester, shall be excused from class or other scheduled academic**
 1735 **activity to observe a religious holy day of their faith. Excused absences are limited to two**
 1736 **class sessions (days) per semester.**
 1737 2. **Students shall be permitted a reasonable amount of time to make up tests or other work**
 1738 **missed due to an excused absence for a religious observance.**
 1739 3. **Students should not be penalized due to absence from class or other scheduled academic**
 1740 **activity because of religious observances.**

1741 **A student who is to be excused from class for a religious observance is not required to provide a**
 1742 **second-party certification of the reason for the absence. Furthermore, a student who believes that he**
 1743 **or she has been unreasonably denied an education benefit due to religious beliefs or practices may**
 1744 **seek redress through the student grievance procedure.**

1745

1746 **ADAAA Statement:** Any student with a documented learning, physical, chronic health, psychological,
 1747 visual or hearing disability needing academic adjustments is requested to speak directly to Disability
 1748 Support Services and the instructor, as early in the semester (preferably within the first week) as
 1749 possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry
 1750 Building, Room 103 or call 910-521-6695.

1751

1752 **This publication is available in alternative formats upon request. Please contact Disability Support**
 1753 **Services, DF Lowry Building, 521-6695.**

1754 **Grading Policies:** Assignments are not generally accepted late, however, certain situations may deserve
 1755 consideration. Late assignments will be accepted, at the discretion of the instructor, at a penalty of 10%
 1756 per day. Exams may be rescheduled at the convenience of the instructor. Make up exams may be
 1757 offered in an alternate format in order to maintain integrity of the material on the test.

1758
 1759 Grading Policy of the UNCP Counseling Programs: The Counseling Programs faculty considers course
 1760 grades of “C” or below to be indicative of a problem. Students earning overall course grades of “C” or
 1761 below will be subject to faculty review at the Student Progress Meeting held each semester (see
 1762 Program Handbook for additional information).

1763
 1764 **Distance Learning:** This course includes a distance learning component which includes self-directed
 1765 learning. It requires a high level of responsibility, dedication and self-discipline on the part of the
 1766 student. In this course, you are responsible for your own work, your own progress, and your own grade.
 1767 In order to succeed, you need to adhere to the policies outlined in the syllabus. Attend all online class
 1768 activities, including participation in small group email, responses to discussion work, and the timely
 1769 submission of assignments.

1770
 1771 **Assignments:** Assignments are available at the beginning of the course. They must be completed by the
 1772 DUE DATE. Some assignments are in the form of Discussion Board postings. Others are in the form of
 1773 document files that must be dropped to the View/Complete Link provided for the assignment.
 1774 Assignments dropped to the “comments section” will NOT be accepted. Check all saved files to make
 1775 sure they open – saving as a Word document or saving as a PDF is advisable.

1776
 1777 **Discussion Boards:** Participation in discussion boards is an important part of your grade. To receive full
 1778 credit, you must respond thoughtfully and intelligently to the initial question AND follow the directions
 1779 to respond to others. You cannot receive full credit for posting online without completing the
 1780 assignment.

1781 **Instructions for posting on Blackboard:**

1782 **1-Compose your work in WORD so that you may save it as a “.doc” NOT**
 1783 **a “.docx”.**

1784 **2-When you have finished, unless otherwise specifically directed by the**
 1785 **teacher, copy your work and**

1786 **3- PASTE it into the message area on Blackboard**

1787
 1788 **Netiquette:** It is expected that you will follow the rules of common courtesy in all your email messages
 1789 and discussion posts. If any of your responses are deemed inappropriate or offensive, they will be
 1790 forwarded to the Dean for the School of Education and appropriate action will be taken which may
 1791 result in expulsion from the course.

1792
 1793
 1794 **Course Assignments:**

1795 **1. Participation in Class Sessions and Blackboard: (Point Value = 20)**

1796 Active participation is essential and expected in this class. The quality of your experience in
 1797 the class, and that of your classmates, is related to the quality of your participation in class
 1798 discussions and exercises, and in the small group projects. Be prepared to engage and actively
 1799 contribute in this class. Read the assigned chapters and do the assigned activities so you can

1800 interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is based
 1801 on your participation in class. Show respect and a positive, supportive attitude toward
 1802 other members of the class. Points are earned through participation, which means being in class
 1803 and actively participating. Lack of participation will result in a lower final grade. Also, you may have
 1804 **ONE** excused absence from class that is approved prior to the absence.

1805 Quality participation includes:

- 1806 -Active, enthusiastic participation in class discussions and activities
- 1807 -Preparation and understanding of the assigned readings
- 1808 -Asking of thoughtful questions
- 1809 -Responding to other students' comments in a constructive,
 1810 respectful manner
- 1811 -Contributing regularly and constructively without dominating.

1812 **2. Theory & Quizzes (Point Value = 30)**

1813 Prepare by completing the assigned readings before class. During class, you will
 1814 be asked to recall and apply career development theory and other content as
 1815 assigned.

1816
 1817 **3. College Access Research (Point Value = 30)**

1818
 1819 Choose a national, regional, state, or district level program that goal is primarily
 1820 specific to college access and/or college admissions counseling (use the
 1821 directory at <http://www.collegeaccess.org/> (or other sources) to **choose a**
 1822 **program and inform the course instructor (submit on email through sakai**
 1823 **of 2-3 possible choices by 1/21; one of the programs from your list will be**
 1824 **assigned)**. Consult the scholarship related to the program (e.g., refereed journal
 1825 articles, grant reports, etc.) and contact/observe leaders of these programs to
 1826 increase your understanding. Prepare a 2 page report that includes a) purpose or
 1827 stated objectives, b) theory base, c) delivery/mechanism, d) *evaluation data*, e)
 1828 availability/cost, and f) applicability for school counselors (specifically how
 1829 school counselors might be able to adopt/utilize some mechanisms of the
 1830 programming in their own practice). Be prepared to discuss *and critique* in class
 1831 the program and especially the applicable aspects for school counselors.
 1832 (CACREP IIG4b) (CACREP School C4)

1833
 1834 **4. Research and Program/Intervention Application (Point Value = 40)**

1835
 1836 In assigned groups, complete the tasks or answer the questions related to school
 1837 transitions. The research should explore school counseling and the broader
 1838 context of theory/research related to other school personnel, classroom/school
 1839 practices, and educational policy.

1840 I. Create an assessment tool to measure school transition to middle school
 1841 self-efficacy. What specific abilities/tasks would ensure a positive
 1842 transition? How might gender impact this concept?

1843 II. Outline developmentally appropriate special education polices/practices
 1844 for school transitions from elementary to middle school.

1845 III. How might you apply hope theory to support students in the transition to
 1846 postsecondary education? Would race impact your approach in any way?

1847 IV. Design a social media strategy to promote a successful 8-9th grade

1848 school transition? How might geography (e.g., rural) or school
 1849 configurations impact this?
 1850 V. Design a computer game/app or children’s book on navigating the
 1851 transition into kindergarten that is appropriate for ELL students.
 1852 VI. What might a peer mentoring intervention look like to promote
 1853 successful middle school to high school transitions? How might you
 1854 consider socioeconomic status in this program/intervention?
 1855 Groups will prepare a 5 page product using a *minimum* of 5 current (2010-2015)
 1856 refereed journal articles. The link between the product and the research should
 1857 be clear. The summary/products will be posted to Blackboard on the Monday before your group
 1858 presents.
 1859 During the assigned class session, each group will also lead a ~20 minute
 1860 structured activity with the class. It should include a **synthesis** of the groups
 1861 learning from the research and ENGAGE the rest of class in activity to deepen
 1862 learning (lecture and powerpoint is discouraged). It is expected that outside
 1863 class time will be needed to plan and prepare this presentation. (CACREP IIG4
 1864 c,d,f,g) (CACREP School D3, E1)
 1865 Peer feedback on contributions will be solicited and included in the grading.
 1866

1867 5. ASCA School Counselor Career Portfolio

(Point Value = 40)

1868
 1869 This assignment is a composite of your work throughout the program so far.
 1870 This is an opportunity to examine and enhance your own career, while utilizing
 1871 course content and processes you might also utilize with K-12 students.
 1872 Required steps and portions of the assignment are detailed below (CACREP
 1873 School A3,A5,B2):
 1874 o **Design** a timeline and plan/process for your job search strategy. Please
 1875 include a description of what your ideal job (e.g., type of school, role,
 1876 location, etc.) looks like. **DRAFT DUE:**
 1877 o **Design** a 1 page cover letter and 1 page resume. **DRAFT DUE:**
 1878 o These initial steps will inform and culminate in a **web-based career**
 1879 **portfolio** that documents your competency as a school counselor.
 1880 Organize your portfolio according to the ASCA National Model (e.g.,
 1881 four components, outside themes). For course requirements, be sure to
 1882 *minimally* include (a) a 1 page resume, (b) 2 sample work products or
 1883 artifacts in each of the four ASCA National Model areas (e.g., student
 1884 work samples, documented achievements, needs assessment results,
 1885 mission statement, intervention plans for academic/personal
 1886 social/career development, case notes without identifying information,
 1887 **intervention evaluation results**, guidance or group plans), (c) at least
 1888 one artifact for each of outside themes of the model, and (d) any
 1889 additional documentation you feel will be useful (e.g., student notes,
 1890 teacher or parent letters). Any platform is acceptable (e.g.,
 1891 weebly.com). **DUE DATE:**
 1892 o **Participate in** a mock school counselor interview. Conducted during
 1893 class time. Schedule TBA.
 1894 *You may find it useful to utilize additional career resources to facilitate this project. These may
 1895 include, but are not limited to UNP Career Services, NBPTS/NBCC website, RAMP application,

1896 education job fair, site and university supervisors, practicing school counselors, and related
 1897 information sources.

1898

1899 **6. College and Career Readiness Intervention Final Exam (Point Value = 40)**

1900

1901 **Tentative plan (ASCA plan format) due xxx; Final ASCA action plan, ASCA results report, and 3-**
 1902 **page summary due xxxx; Intervention discussions take place in class on xxxxx**

1903 Create, implement, and evaluate an intervention or program designed to
 1904 promote college and career readiness for students at your internship site. Using
 1905 chapter nine of your textbook, consider each of the ten steps discussed. Be sure
 1906 to integrate as appropriate career development theory, assessment, career
 1907 information and resources, technology, ethics and diversity as part of your
 1908 intervention effort.

1909 A *draft* ASCA curriculum action plan or closing the gap plan is due **xxx**. On
 1910 **xxxx** submit an ASCA action plan, ASCA results report, and 3-page summary of
 1911 the 10 steps outlined in the text. Each student will meet with the course
 1912 instructor in small groups to discuss the ten steps outlined in the text as it relates
 1913 to their intervention (approximately 15-30 minutes – times TBA) on **xxxxx**.
 1914 (CACREP IIG4.a,c,e,g) (CACREP School C2,C4,D3)

1915 *It is expected that your career intervention will not begin until late Spring to
 1916 enable you to use course content in the intervention. Further, career intervention
 1917 should be unique from internship or other class projects. You may extend or
 1918 build upon a current intervention at your site – but that extension should include
 1919 revision of current practice or complementary efforts that utilize course content.
 1920 Finally, your site supervisor will provide feedback on the intervention as part of
 1921 the project grade.

1922

1923

1924

| Course Requirements/Assignments | Points Possible |
|--|-----------------|
| Participation | 20 |
| Career Theory Quizzes | 30 |
| College Access Research | 30 |
| Research Product and Group Activity | 40 |
| Career Portfolio and Process | 40 |
| College and Career Readiness Intervention Final Exam | 40 |
| Total: | 200 |

1925

| Grading Scale | |
|-----------------|-----------|
| 93 – 100% = A | 185 – 200 |
| 90 – 92% = A – | 180 – 184 |
| 87 – 89% = B + | 174 – 179 |
| 83 – 86 % = B | 166 – 173 |
| 80 – 82 % = B – | 160 – 165 |
| 77 – 79% = C + | 154 – 159 |
| 73 – 76% = C | 146 – 153 |
| 70 – 72% = C – | 140 – 145 |

| | |
|----------------|-----------|
| 67 – 69% = D + | 134 – 139 |
| 63 – 66% = D | 126 – 133 |
| 60 – 62% = D – | 120 – 125 |
| Below 60% = F | Below 120 |

1926

1927

1928

1929

1930

1931
 1932 University of North Carolina at Pembroke
 1933 Teacher Education Program
 1934 Accredited by:
 1935 National Council for Accreditation of Teacher Education (NCATE)
 1936 North Carolina Department of Public Instruction (NCDPI)
 1937 Department of Educational Leadership and Counseling
 1938 MSA Program
 1939
 1940
 1941



EDNL 5860 Legal Aspects in Educational Leadership

Hybrid
 Fall 2015

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

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

1942
 1943 **Course Description:** Constitutional, statutory, and case law bases of educational administration; a study
 1944 of legal provisions and principles relating to education at all levels. Includes research and analysis of
 1945 laws dealing with pertinent educational topics. Credit: 3 semester hours.
 1946
 1947 **Conceptual Framework:** The conceptual framework of this program is built around five domains, which
 1948 provide the program structure and purpose. The five domains are as follows:
 1949 1. Strategic leadership—training leaders to think strategically, reflecting and communicating about
 1950 current educational issues and identifying and using strategic problem solving and decision-making
 1951 skills.
 1952 2. Instructional leadership—preparing administrator to take a leadership role defining, refining, and
 1953 implementing the schooling process; developing learning centered school improvement and leadership
 1954 skills.
 1955 3. Organizational leadership—equipping administrator with skills, abilities, and values to work
 1956 productively within the organization; addressing ethical and societal aspects of leadership.
 1957 4. Political leadership—preparing administrator to interact collaboratively with the various publics;
 1958 investigating politics and legal aspects of education.
 1959 5. Managerial leadership—preparing administrator to respond effectively, efficiently, and in a timely
 1960 manner to the multiplicity of factors involved in the operation of schools; developing an understanding
 1961 of, and practicing the application of, school based management skills.
 1962
 1963 **Theme: Preparing professional educators who are committed, collaborative, and competent.**
 1964 The UNCP Teacher Education Program is committed to the public school mission of preparing children
 1965 and youth for full participation in a democratic society. We believe that all children and youth are
 1966 entitled to the highest quality instruction, services, resources, and facilities that society can provide.
 1967 UNCP's primary responsibility in that noble effort is to prepare competent and collaborative
 1968 professional educators committed to the democratic mission for entry level and advanced positions in
 1969 regional public schools.
 1970

1971 **Relationship of Course to the Conceptual Framework:** EDNL 5860 Legal Aspects of Educational
 1972 Leadership is one of the required courses for completion of the Master of School Administration. It is
 1973 designed to prepare the next generation of school leaders who are competent, caring professionals who
 1974 understand legal implications of their work with students, faculty, parents, and the community at large.
 1975

1976 **Teacher Education Standards**

1977
 1978 **UNCP Master's Degree Standards**

1979 **A. Instructional Expertise**

1980 The candidate demonstrates instructional expertise by applying the theoretical, philosophical,
 1981 and research bases for educational practice in P-12 settings to improve student learning.

1982 **B. Knowledge of Learners**

1983 The candidate incorporates knowledge of the nature of the learner, learning processes, variations in
 1984 learning abilities and learning styles, and strategies for evaluating learning into the planning,
 1985 delivery, and evaluation of instruction.

1986 **C. Research**

1987 The candidate uses research to examine and improve instructional effectiveness and student
 1988 achievement.

1989 **D. Content Knowledge**

1990 The candidate demonstrates advanced depth and breadth of knowledge and skills in the
 1991 academic discipline and in education.

1992 **E. Professional Development and Leadership**

1993 The candidate engages in continued professional development and provides leadership at the
 1994 classroom, school, and community levels, and within the profession.
 1995

1996 In addition to the standards above, EDNL 5860 will prepare the student by developing the
 1997 Knowledge Indicators, Disposition Indicators and Performance Indicators required by the
 1998 Interstate School Leader Licensure Consortium (ISLLC), the licensing exam required by the State
 1999 of North Carolina. This course will specifically respond to each of the six standards.
 2000

2001 Standard 1: A school administrator is an educational leader who promotes the success of all
 2002 student s by facilitating the development, articulation, implementation and stewardship of a
 2003 vision of learning that is shared and supported by the school community.
 2004

2005 Standard 2: A school administrator is an educational leader who promotes the success of all
 2006 students by advocating, nurturing, and sustaining a school culture and instructional program
 2007 conducive to student learning and staff professional growth.
 2008

2009 Standard 3: A school administrator is an educational leader who promotes the success of all
 2010 students by ensuring management of the organization, operations, and resources for a safe,
 2011 efficient, and effective learning environment.
 2012

2013 Standard 4: A school administrator is an educational leader who promotes the success of all
 2014 students by collaborating with families and community members, responding to diverse
 2015 community interests and needs, and mobilizing community resources.
 2016

2017 Standard 5: A school administrator is an educational leader who promotes the success of all
 2018 students by acting with integrity, fairness, and in an ethical manner.

2019
 2020 Standard 6: A school administrator is an educational leader who promotes the success of all
 2021 students by understanding, responding to, and influencing the larger political, social, economic,
 2022 legal, and cultural context.

2023
 2024 **New North Carolina Standards for School Executives:**

2025
 2026 Standard 2: Instructional Leadership: Systematically and frequently observes in classrooms and engages
 2027 in conversation with students about their learning.

2028
 2029 Standard 4: Provides structures for the development of effective professional learning communities
 2030 aligned with the school improvement plan, focused on results, and characterized by collective
 2031 responsibility for instructional planning and for 21st century student learning.

2032
 2033 Standard 4: Creates and monitors processes for hiring, inducting and mentoring new teachers and other
 2034 staff to the school.

2035
 2036 Standard 4: Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of
 2037 evaluations to improve performance.

2038
 2039 Standard 4: Continuously searches for the best placement and utilization of staff to fully benefit from
 2040 their strengths. (a bit of a stretch).

2041
 2042 Standard 5: Collaboratively develops and enforces clear expectations, structures, rules and procedures
 2043 for students and staff.

2044
 2045 Standard 6: Designs protocols and processes that ensure compliance with state and district mandates

2046
 2047 **Course Objectives**

- 2048
 2049 1. Understand and demonstrate knowledge of the uses of school law in daily school settings.
 2050 2. Demonstrate knowledge and understanding of legal principles as they apply to education in
 2051 North Carolina.
 2052 3. Use various media in search of appropriate law issues faced by school administrators daily.
 2053 4. Become familiar with both state law and local board of education policies as they affect the
 2054 operations of schools.
 2055 5. Be familiar and able to apply local policies in the application of rules and regulations as they apply
 2056 to students, faculty and staff.
 2057 6. Understand and be able to apply basic personnel law related to classified personnel and non-
 2058 classified personnel.
 2059 7. Be able to apply the law to student issues likely to be faced daily by school administrators,
 2060 teachers, and/or teachers in the classroom.
 2061 8. Learn from others by participation in thoughtful discussion formats, individual assignments, and
 2062 teamwork assignments.
 2063 9. Students will develop skills, and understanding of the law to meet the performance indicators on
 2064 the North Carolina Standards Board of Public School Administration and the Interstate School
 2065 Leaders Licensure Consortium (ISLLC) related to school law.

2066

2067 **Course Outline:** Each of the fifteen (15) weeks will cover:

- 2068 1. State Structures for Operating Schools
 2069 2. Local structures or Operating Schools and Reporting Requirements for Public School Employees
 2070 3. Powers and Duties of Principals and Teachers
 2071 4. The Teacher Tenure Act
 2072 5. Religion in the Public Schools
 2073 6. Student Conduct Issues I-Rights and Responsibilities of Students-Due Process
 2074 7. Student Conduct Issues II-Rights and Responsibilities of Students-First Amendment Rights
 2075 8. Student Conduct Issues III-Rights and Responsibilities of Students-Search and Seizure.
 2076 9. Extracurricular Activities-Student Accountability Outside of the School.
 2077 10. New Laws for Exceptional Children from the 2011-2014 General Assembly
 2078 11. New Laws from the Legislature in 2012-2014 Related to Public Schools
 2079 12. Sexual Discrimination; Electronic Media: Facebook; My Space: Social Networking Sites.
 2080 13. Students: Non-Conduct Issues: Records, Custody, Attendance, Admission.
 2081 14. General Personnel Issues: Personnel Requirements for Certified Staff, Hiring, and Retention of Staff,
 2082 Working Conditions
 2083 15. Non-Certified Personnel Issues: Fair Labor Standards Act and its Implications for Non-Certified Staff
 2084 and for Administrators.

2085
 2086 Within each of these areas, the laws of the Public Schools of North Carolina will be covered in depth.
 2087

2088 **Textbook:** Public School Laws of North Carolina (2013) (Black) Issued by The State Board of Education.
 2089 Available via the General Assembly Website: www.ncga.state.nc.us
 2090

2091 Education Law in North Carolina: Electronic Version via the University of North Carolina at
 2092 Pembroke Mary Livermore Library. You will need to have your Banner Number available when accessing
 2093 this site.
 2094

2095 Materials supplied to students online via BlackBoard. All online materials used by
 2096 permission. Permissions are on file with the professor.
 2097

2098 **Instructional Strategies:** Technology is the basis of acquiring and learning in this course. It will be
 2099 delivered online via BlackBoard and will also involve face-to-face classes for presenters. Students will
 2100 post their responses to activities both individually and in groups. Students will learn communication
 2101 skills by presenting their arguments, responses to activities, and research they will conduct. Face-to-
 2102 face classes will provide students with presenters who will use case studies, law cases, and various
 2103 scenarios to instruct the students. Research on the part of the student is a part of this course. Students
 2104 will be expected to conduct their own research about questions and activities in the course and report
 2105 back to the entire class, their moderator, or the professor.
 2106

2107 **Responses to Discussion Board or Assignments:** Please do not quote the law to me in your responses.
 2108 Tell me what it means in your own words so I understand you know about which you are speaking.
 2109

2110 **Course Administration:** Students are expected to post to the Discussion Board weekly. Late
 2111 assignments are not allowed as falling behind in an online course can be disastrous. However, there are
 2112 always circumstances when adjustment will be necessary. Students experiencing difficulty will be asked
 2113 to communicate with the professor immediately so a solution can be found. The professor will respond
 2114 immediately if timely postings are not made. Attendance is required in the face-to-face classes as

2115 presenters are coming to offer their expertise. Posting weekly, communicating weekly, reading and
 2116 responding to the activities and assignments in a timely fashion will cause the student to be successful.
 2117 Quality thought and reasoned responses will lead the learner to success.
 2118

2119 **Class Meeting Dates:*** Classes will meet face-to-face (f2f) from 5:30 to 8:30 pm in Logan Hall Room 109
 2120 at Sandhills Community College on the following dates:
 2121

2122 **1. August 20, 2015-First Class Meeting F2F**

2123 **2. September 10, 2015-Ms. Beth McCullough, Assistant Principal, Chatham Charter School-Media**
 2124 **Training**

2125 **3. October 1, 2015-Mr. Brian Shaw, Esq. Student Discipline-Partner, Schwartz and Shaw, P. L. L. C.**

2126 **4. October 22, 2015-Ms. Rachel Hitch, Esq. Schwartz and Shaw, P. L. L. C. Exceptional Children**

2127 **5. November 5, 2015-Dr. Donnie Weeks, Exceptional Children**

2128 **6. November 12, 2015-Mr. Nickolas (Nick) Sojka, Jr. Esq. Williamson, Dean, Williamson & Sojka-**
 2129 **Practical School Law for Administrators.**

2130 **7. December 3, 2015-Mr. Richard Schwartz, Esq. Presentation-Schwartz and Shaw P. L. L. C.**

2131 **8. December 10, 2015 Exam: Essay Format-Logan Hall Room 109 from 5:30-7:30 pm.**
 2132

2133 *Dates are subject to change due to availability of presenters.
 2134

2135 **Inclement Weather:** Listen to the radio and notifications from UNCP via cell phone if you are registered
 2136 with the University. Also you may call me if you are unsure.
 2137

2138 **Assignments:** Assignments will be made weekly. They will be posted on Sunday evenings by Midnight.
 2139 Students will be expected to participate in online discussion, and post your comments, participate in
 2140 various learning activities, reviewing the work of your peers, and provide leadership by moderating
 2141 discussion groups and working together with fellow students in assignments and projects designed to
 2142 enhance your learning in this course. All assignments for the course except those specifically stated will
 2143 be posted to the Assignment Board. APA style is to be used for all citations in this course. See Course
 2144 Information for a PowerPoint on the use and understanding of the basics in APA Style. **Each assignment**
 2145 **has the specific posting requirement. Posts made not following the posting requirements will not be**
 2146 **accepted.**

2147 **Late Assignments:** Late work is not accepted unless the student made contact with the professor prior
 2148 to the assignment deadline. A compelling reason will be necessary for late work to be accepted. Work
 2149 must be posted by 12:00 Midnight on Sunday of each week.

2150 **Assessment:** Assessment will occur weekly so students may see their progress. Class participation,
 2151 individual assignments, weekly tests of the chapters read in Education Law in North Carolina, team
 2152 projects, and a final exam will comprise your assessment.

2153 **Weekly Tests:** Each week you will have a test on the material you have read. Each test will allow 45
 2154 minutes for completion online. The tests will be available to you from Wednesday at 12:00 noon until
 2155 Sunday at 12:00 Midnight. Please be sure you read the material as this is an important part of not only
 2156 your grade, but your understanding of the questions asked and the opportunity to respond correctly to
 2157 the test questions.

2158 **Course Documents:** Materials for the course are located in Course Documents. Links to URLs are
 2159 included in the weekly course materials as well.

2160 **Course Information:** Testing information, Grading, and the grading rubric and the dates for face-to-face
 2161 (f2f) class meetings are located here.

- 2162 **Discussion Board:** Here you will find items for all to view and take part in discussing. You will post
 2163 discussion information for your colleagues to view, comment upon, and respond to your thoughts and
 2164 ideas. Everyone must participate in the discussions online.
- 2165 **Announcement Board:** Any important announcements will be posted on the Announcement Board,
 2166 especially issues of contact, changes in schedules, or weather arrangements.
- 2167 **Coffee Shop:** This is the place for you to communicate with your colleagues about any issues you desire.
 2168 You may solicit answers or thoughts from your colleagues along with general chatting you may wish to
 2169 conduct.
- 2170 **Discussion/Questions-Assignments:** This is for any questions you may have related to assignments in
 2171 the course.
- 2172 **Discussion/Questions-General Issues:** This is for any general questions or issues you may have in the
 2173 course.
- 2174 **Questions Not Related to Assignments:** This is for any type of issue you run into during your daily work
 2175 or any questions or legal issues you wish to have some response to about how it is being handled in your
 2176 school or system. If the issues are sensitive, you may communicate with me off-line.
- 2177 **Course Requirements:** For more specific activities, see BlackBoard for EDNL 5860-001-F10. There are
 2178 fifteen (15) weekly modules, plus a Final Exam that comprise the course. Below you will find each
 2179 module and the point value assigned. There are a total of **5000 points** for the course.

| 2180 | <u>Week</u> | <u>Weekly Outline</u> | <u>Point Value</u> |
|------|-------------|--------------------------------|--------------------|
| 2181 | | | |
| 2182 | 1. | Getting Acquainted, State | |
| 2183 | | Structures, DPI, | |
| 2184 | | Low Wealth/Manning | 230 |
| 2185 | 2, | Local Structures, Local | |
| 2186 | | Boards of Education | 400 |
| 2187 | 3. | Powers and Duties of Teachers | |
| 2188 | | and Principals | 280 |
| 2189 | 4. | Teacher Tenure Act/Contracts | 350 |
| 2190 | 5. | Religion and Schools | 250 |
| 2191 | 6. | Student Conduct I-Due Process | 350 |
| 2192 | 7. | Student Conduct II-Speech | 350 |
| 2193 | 8. | Student Conduct III-Cases | 300 |
| 2194 | 9. | Extra Curricular Activities | 300 |
| 2195 | 10. | New Law for Exceptional Child | 300 |
| 2196 | 11 | New Laws Enacted by GA 2013/14 | 300 |
| 2197 | 12 | Cyber Law, Sex Harassment | 290 |
| 2198 | 13. | Student: Non-Conduct, Record | 300 |
| 2199 | 14. | Personnel Issues | 300 |
| 2200 | 15. | Non-Certified Personnel | 300 |
| 2201 | | Final Exam | <u>400</u> |
| 2202 | | | |
| 2203 | | TOTAL | 5000 |

2205 **TaskStream Requirements:**

2207 **Standards 3 and 5:**

2209 **An Evaluation of School Culture and Safety and a Written Action Plan: EDNL 5860.**

2210
 2211 **Directions: Review your schools' Culture and Safety Plan. Also look over your school personally to**
 2212 **determine any other safety issues that may not have been found when the plan was completed.**
 2213 **Review this plan possibly with your School Improvement Team, principal or assistant principal and**
 2214 **other faculty in order to get a very clear understanding of your physical plant and its needs related to**
 2215 **safety. Discuss with administrators and other faculty the culture of your school. Is it what you desire?**
 2216 **How might the culture be improved? What actions could or should be taken to improve your school**
 2217 **culture that would also improve student performance? After reviewing these areas, construct an**
 2218 **action plan to address any matters of importance related to safety and/or the culture in your school.**
 2219 **Please do not forget to include any plans for an active shooter or terrorist attack in you plan. You may**
 2220 **consult your school system as I am sure they have plans already. However, you will need to look over**
 2221 **your school personally.**

2222
 2223 **The rubrics for Standards 3 and 5 will be used to evaluate your product. Be sure to remember this is**
 2224 **due prior to the last day of class.**

2225 **This must be completed before you can receive your final grade!**

2226 **If you are unclear on how to attempt this requirement, please call me.**

2227

2228

2229 **TaskStream Requirement for Posting in EDNL 5860**

2230

2231

2232

Standard 3: Cultural Leadership

2233 School executives will understand and act on the understanding of the important role a school's
 2234 culture plays in contributing to the exemplary performance of the school. School executives must
 2235 support and value the traditions, artifacts, symbols and positive values and norms of the school and
 2236 community that result in a sense of identity and pride upon which to build a positive future. A
 2237 school executive must be able to "re-culture" the school if needed to align with school's goals of
 2238 improving student and adult learning and to infuse the work of the adults and students with
 2239 passion, meaning and purpose. Cultural leadership implies understanding the school and the people
 2240 in it each day, how they came to their current state, and how to connect with their traditions in
 2241 order to move them forward to support the school's efforts to achieve individual and collective
 2242 goals.

2243

2244

| Electronic Evidence | Evidence Category | EDNL Course | |
|--|--------------------------|--------------------|---|
| An Analysis of the Teacher Working Conditions Survey and Follow-up Action Plan | # 2 | 5880 | |
| A Problem-focused Stakeholders Engagement Project | # 3 | 5030 | |
| An Evaluation of School Culture and Safety and a Follow-up Action Plan | # 5 | 5860 | |
| A Demographic Profile | # 7 | 5800 | |
| EMERGING | DEVELOPING | PROFICIENT | NOT DEMONSTRATED (comments to be |

| | | | inserted by course professor) |
|---|--|---|-------------------------------|
| Values a collaborative school culture; understands the implications of teacher efficacy and empowerment; recognizes the role of the SIT in fostering shared decision making; envisions various ways to gauge the perceptions of the working environment; understands the legal requirements associated with the TWCS; and understands the role of parent, family, and community values in shaping school culture. | Identifies barriers that impede a high-performing school culture: shares ideas for maximizing teacher empowerment; promotes “reward and recognition” as a symbol of school culture; identifies ways to involve community stakeholders in “culture building” efforts; reviews evidence of teacher and staff well being; and identifies the concerns, values, and interests of parents and other stakeholders. | Builds consensus in efforts to improve school climate; implements a plan for recognizing the achievements of teachers, staff, and stakeholders; distributes leadership roles as a way to strengthen teacher efficacy and empowerment; incorporates TWCS findings when assessing the well being of teachers, staff, and students; and seeks wide stakeholder involvement when planning systemic school change. | |

2245

2246

2247

2248

Standard 5: Managerial Leadership

2249 School executives will ensure that the school has processes and systems in place for budgeting, staffing,

2250 problem-solving, communicating expectations, and scheduling that result in organizing the work

2251 routines in the building. The school executive must be responsible for the monitoring of the school

2252 budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of

2253 every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff

2254 to be able to focus its energy on improvement.

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

| EMERGING | DEVELOPING | PROFICIENT | NOT DEMONSTRATED (comments required by professor) |
|-------------------------------|---------------------------|----------------------------|--|
| Understands laws and policies | Identifies ways to ensure | Incorporates multiple data | |

| | | | |
|--|---|---|--|
| governing operational and instructional resources; reviews policies that address shared governance in budgeting and managing operational resources; values open communication in matters pertaining to resource management and allocation; is familiar with the roles and responsibilities of human resources personnel; values fairness in implementing laws, policies, and procedures; and understands the relationship between planning, budgeting, and achieving school improvement goals. | compliance with laws and policies governing resource management; collaborates to improve transparency in the management and allocation of resources; reviews multiple data sources as part of budget development; examines the organizational structure (e.g. grade-levels, committees, teams, etc.) with attention to fair allocation of resources; observes instances of conflict management; and critiques policies for involving the media in information and events of interest to the public. | sources when analyzing resource use and allocation; channels information through the SIT; recommends improvements in areas related to school safety; recommends effective measures to prevent and/or resolve conflict; maximizes teacher empowerment in school operations; recommends organizational changes as a way to improve efficiency; and employs distributive leadership as a way to communicate and monitor policies, procedures, and rules. | |
|--|---|---|--|

2256

2257 **You are to complete an evaluation of your school culture and safety. Then you are to create a written**
 2258 **action plan to submit in Standard 3 Cultural Leadership (See Above) and in Standard 5 Managerial**
 2259 **Leadership in TaskStream for EDNL 5860. This must be posted to your Taskstream account. The code**
 2260 **to enter is: MSAEE.**

2261

2262 **Class Participation: It is required that you participate each week in the readings, assignments posted,**
 2263 **discussion/input sections, and the self-check quizzes for successful completion of this course. Missing**
 2264 **two classes will cause your grade to be reduced to a C.**

2265

2266 **Evaluation/Grading:** Assessment will occur weekly so students may see their progress. A rubric is
 2267 provided each week at the end of the week's assignment information, thus allowing you to chart your
 2268 progress and see what is needed. Class participation, individual assignments, team projects, and a final
 2269 exam will comprise your assessment. **Class attendance is mandatory and tardiness is not allowed.**

2270 **Grading:** Grades will be assigned using the University format of A, B, C, etc. Grading will be comprised
 2271 of the following: Weekly readings, weekly assignments, postings to the Discussion Board, participation
 2272 and input, self-check quizzes, and a final exam. There are a total of **5000 points** in the course. The rubric
 2273 for grading is posted in the Course Information Section on Blackboard.

2274

2275 **FROM THE UNIVERSITY CATALOG: IMPORTANT**

2276

2277 **Grading:** It is expected that students enrolled in graduate courses demonstrate breadth and depth of
 2278 understanding significantly beyond the undergraduate level. While letter grades are used in the
 2279 graduate program, they differ substantially in meaning from the undergraduate program.

2280 A grade of "A" designates that the graduate student's performance has been superior, going above and
 2281 beyond what is normally expected in a graduate class. A grade of "B" designates that the graduate
 2282 student's performance has been satisfactory and that the student has demonstrated the level of
 2283 understanding normally expected in a graduate class.

2284 A grade of "C" designates that the graduate student's performance has been poor and that the student
 2285 has demonstrated significantly less understanding than what is normally expected in a graduate class.

2286 An accumulation of 3 "C"s makes the student ineligible to continue graduate studies at the University of
2287 North Carolina at Pembroke.

2288 A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to
2289 continue graduate studies at the University.

2290 A grade of "I" (incomplete) is given when a student is unable to complete required work because of an
2291 unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work
2292 to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the
2293 student's responsibility to request the "I" grade. Generally, the student will have completed most of the
2294 work required for the course before the grade of

2295 "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it
2296 will automatically be converted to a grade of "F." In determining quality hours and quality point
2297 averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite
2298 requirements.

2299 A grade of "T" indicates grade pending and may be assigned for thesis research and capstone courses. A
2300 grade of "W" indicates that a student officially withdrew from a course. A grade of "W" may be received
2301 only once for a specified course, and no more than three "W's" may be received in a graduate student's
2302 program of study (see "Withdrawal Policy" section below).

2303 For grades of A, B, and C, faculty have the option of assigning a plus (+) or minus (-) in addition to the
2304 letter grade, but these do not affect the computation of the grade point average (392; 2012-2013
2305 Catalog)

2306

2307 **Point Distribution for Grades:** Below you will find the point distribution for letter grades. As you will
2308 note, there is not a "D" category. This complies with the University policy on Grading.

2309

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2320

2321 **Calculation of Final**
2322 exam will comprise

2323 **Grading Scale:**

2324 grading scale:

2325

| | |
|------------|---|
| 4625-5000 | A |
| 3873-4624 | B |
| 3473-3872 | C |
| BELOW 3472 | F |

Grade: The coursework and your final
your final grade.

Below you will find the University

| | |
|----------|----------|
| A | 93-100 |
| B | 85-92 |
| C | 77-84 |
| F | Below 77 |

2326

2327

2328 Other Information Specific to the Course: **The technical requirements for the course are listed below:**

2329

- 2330 1. Minimum of Firefox 2.0.0.2(highly recommended) or Netscape 6.0 or Safari (Blackboard has issues
2331 with Internet Explorer).
- 2332 2. Microsoft Word or Microsoft Office Suite
- 2333 3. Minimum of 56k connection to the Internet, however higher speed access is highly recommended.
- 2334 4. Adobe Acrobat
- 2335 5. Access to Blackboard (user id and password)-Will be given to you during your orientation.
- 2336 6. Technical Support: For Internet access questions, contact your local ISP provider. For course related
2337 technical concerns, opportunity will be available to you to post any technical concerns related to the
2338 course. **Blackboard support is available from 8-5 Monday-Friday at 910-521-6260. You may call the
2339 following number: 1-866-518-3954 for 24 hour Blackboard Support.**
- 2340 All students will have an orientation to Blackboard prior to beginning an online class via the University
2341 located at the Mary Livermore Library.
- 2342 **The University Writing Center** The University Writing Center, located in D.F. Lowry 308 and available
2343 online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek
2344 assistance with written assignments at any stage during the writing process, from brainstorming ideas to
2345 drafting, revising, and editing.
- 2346 **Disability Support Services:** The office of Disability Support Services, located in the D.F. Lowry Building,
2347 provides services to students who are protected by the Americans with Disabilities Act and Section 504
2348 of the Rehabilitation Act of 1973. The mission of Disability Support Services is to create an accessible
2349 community where people are judged on their ability, not their disability. Disability Support Services
2350 strives to provide individuals with the tools by which they can better accomplish their educational goals.
- 2351 **ADA Syllabus Access Statement**
- 2352
- 2353 **1.Purpose**
- 2354 1.1 Federal laws require UNC Pembroke to accommodate students with documented disabilities such as
2355 learning, physical, chronic health, psychological, visual or hearing disabilities.
- 2356 **2. Policy**
- 2357 2.1 It is the policy of UNC Pembroke to provide a notice for ADA access as required by federal law on all
2358 syllabi. The following ADA Access Statement must appear on all course syllabi:
- 2359 2.1.a. In post-secondary school settings, academic accommodations are not automatic; to receive
2360 accommodations, students must make a formal request and must supply documentation from a
2361 qualified professional to support that request. Students who believe they qualify must contact the
2362 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910.521.6695 to begin the
2363 accommodation process. All discussions remain confidential. Accommodations cannot be provided
2364 retroactively. More information for students about the services provided by ARC and the
2365 accommodation process may be found at: <http://www.uncp.edu/arc>
- 2366 **Honor Code: Academic Honor Code:** The University of North Carolina at Pembroke has an Academic
2367 Honor Code, and copies are available on campus to students. Any work you post will be considered a
2368 statement of academic honor and will be an indication that you have not received or given
2369 inappropriate assistance in completing the work submitted. Submission of the work required in this
2370 course will be considered as an indication that the work is not such that you or others have previously
2371 developed and submitted in other courses.
- 2372
- 2373 **Religious Holiday Policy Statement**
- 2374 The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all
2375 students who must be absent from classes or miss scheduled exams in order to observe religious
2376 holidays; we must be careful not to inhibit or penalize these students for exercising their rights to
2377 religious observance. To accommodate students' religious holidays, each student will be allowed two

2378 excused absences each semester with the following conditions:

2379 1. Students, who submit written notification to their instructors within two weeks of the
2380 beginning of the semester, shall be excused from class or other scheduled academic activity to
2381 observe a religious holy day of their faith. Excused absences are limited to two class sessions
2382 (days) per semester.

2383 2. Students shall be permitted a reasonable amount of time to make up tests or other work
2384 missed due to an excused absence for a religious observance.

2385 3. Students should not be penalized due to absence from class or other scheduled academic
2386 activity because of religious observances.

2387 A student who is to be excused from class for a religious observance is not required to provide a second-
2388 party certification of the reason for the absence. Furthermore, a student who believes that he or she has
2389 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
2390 through the student grievance procedure.

2391
2392 **Student Academic Services and Retention Guide:** Please see Course Information for this document that
2393 outlines who, what, where, and when services for students are available.

2394
2395 **Acknowledgments:** The professor gratefully acknowledges the following persons or organizations for
2396 their support of this course:

2397
2398 Ms. Janine Murphy, Editor of Education Law in North Carolina and former Assistant Director of the
2399 Principals' Executive Program, and presently a Staff Attorney with the North Carolina School Boards
2400 Association for her kindness and help with the use of these resources and for providing additional
2401 resources authored by her noted later in this course.

2402
2403 Dr. Bradford Sneed, (Deceased) former Associate Vice President, Center for School Leadership
2404 Development, University of North Carolina at Chapel Hill for his permission to use his materials.

2405
2406 Professor Laurie L. Mesibov, Professor, School of Government, The University of North Carolina at
2407 Chapel Hill, for her support, advice, and class presentation. Professor Mesibov has presented at every
2408 law class I have had at UNCP. Appreciation is extended to her for her presentation on February 26,
2409 2013.

2410
2411 Mr. Robert P. Joyce, Professor, School of Government, The University of North Carolina at Chapel Hill,
2412 for his class presentation and support.

2413
2414 Mr. Richard A. Schwartz, Esq., Schwartz and Shaw, P. L. L. C. for advice, support, materials, and class
2415 presentations in 2006, 2007, 2008, 2009, 2010, 2011, 2013, 2014, 2015.

2416
2417 Mr. Brian C. Shaw, Esq., Schwartz and Shaw, P. L. L. C. for use of his presentation at the Principals'
2418 Executive Program: 2006 Fall Law Update, November 7, 2006, and his presentation at the 2008 School
2419 Law Conference for the North Carolina Council of School Attorneys July 26, 2008, 2009, 2010, 2011 and
2420 January 29, 2013.

2421
2422 Mrs. Rachel Hitch, Esq., Schwartz and Shaw, P. L. L. C. for her presentation on Exceptional Children's law
2423 in 2009, 2010, 2011, 2013, 2014, and October 22, 2015.

2424

2425 Mr. Nickolas (Nick) Sojka Jr. Esq. Williamson, Dean, Williamson & Sojka for his presentation in 2013,
2426 2014, and 2015.
2427

2428 Ms. Ann Majestic, (Deceased) Tharrington Smith, L. L. P. for permission to use Client Memo: "School
2429 Bible Distribution Allowed," December, 1998, and Client Memo: *Wynne V. Town of Great Falls and The*
2430 *Use of Prayers at Board Meetings," September 2004.*
2431

2432 Ms. Allison Brown Schafer, Legal Counsel and Jeff Koweek, Legal Intern, North Carolina School Boards
2433 Association for their work: The Permissible Use of Reasonable Force, Seclusion and Restraint in North
2434 Carolina Public Schools, October 21, 2005. Also appreciation is expressed for her class presentation.
2435

2436 Ms. Kendra T. Dockery, Assistant Legal Counsel, North Carolina School Boards Association for her work:
2437 Duties and Responsibilities of Principals.
2438

2439 Dr. Kathy Sullivan, Department of Public Instruction, Raleigh, NC for use of her PowerPoint presentation
2440 related to teacher licensure in North Carolina Public Schools. March 28, 2006 prepared for the NCASA
2441 Meeting March 28-30, 2006.
2442

2443 Ms. Leanne Winner, Director of Governmental Relations, North Carolina School Boards Association for
2444 use of her materials related to the 2006 Session of the General Assembly of North Carolina.
2445

2446 Ms. Mary N. Watson, Director, Exceptional Children Division, NC Department of Public Instruction. This
2447 was part of a presentation given by the Principals' Executive Program and the Department of Public
2448 Instruction titled: Educating Children with Disabilities, PEP Coordinator: Janine Murphy, January 24,
2449 2007.
2450

2451 Ms. Donna R. Rascoe, Attorney At Law, Cranfill, Sumner, & Hartzog, LLP, Raleigh, NC. This was part of
2452 Ms. Rascoe's Presentation on January 23, 2007 for the Educating Children with Disabilities Conference in
2453 Chapel Hill sponsored by PEP/NCDPI. Also appreciation is extended to Ms. Rascoe for her presentation
2454 October 20, 2009 at UNCP.
2455

2456 Mr. Harry Wilson, Former Attorney for the State Board of Education for materials he prepared for the
2457 NCCOSA conference, July 2007 and permission to share these materials with my students.
2458

2459 Mr. K. Dean Shatley, II, Esq., Attorney with Campbell and Shatley, Asheville, NC for allowing the use of
2460 his presentation on Social Networking, given at the NCCOSA conference, July 2007.
2461

2462 Mr. Christopher Campbell, Esq., Attorney with Campbell and Shately, Asheville, NC for allowing the use
2463 of his materials presented at the NCCOSA conference, July 2007 and later.
2464

2465 Ms. Beth McCullough, Public Information Officer, Chatham County Schools for her presentation in 2013,
2466 2014 and 2015.
2467

2468 Dr. June Atkinson, State Superintendent of Public Instruction, for her visit and presentation October 11,
2469 2010.
2470

2471 Dr. William Harrison, Chairman, State Board of Education in North Carolina for presentations and
2472 support.

- 2473
2474 Mr. Jonathan Blumberg, Esq. Tharrington Smith LLC, Raleigh, NC for use of his presentation on
2475 Probationary Teacher Nonrenewals (used by permission of Mr. Blumberg) July 30, 2010 North Carolina
2476 Council of School Attorneys (NCCOSA).
2477
2478 Mr. Robert Tharp, ELS, LLC for his presentation on EVAAS, February 19, 2013.
2479
2480 Dr. Daniel Thomas, ELS, LLC for his presentation on Sample Teacher Behaviors on February 19, 2013.
2481
2482 **Netiquette For the Course:**
2483 You will be expected to treat your classmates as you would like to be treated. You must be respectful at
2484 all times. Below you will find some general tips to follow:
2485
2486 1. Please do not use CAPITAL LETTERS in your comments as these are often interpreted as being loud
2487 and may show a lack of respect for others.
2488
2489 2. Please try not to be too strong in your online voice as it may appear that you are not supportive of
2490 your colleagues and classmates.
2491
2492 3. Please be careful with what you post (however, in Blackboard, you always have the opportunity to
2493 remove your post if you feel it could be misunderstood. Often, it is good for everyone to wait a while
2494 before you post if you have just read something that raises your ire. It is like responding immediately to
2495 an event: Better to wait and cool down before saying something you might regret later. Remember,
2496 you will be judged by the way you respond. Kindness and support go a long way in making both your
2497 point of view heard, and appreciated. It also helps everyone to obtain a quality experience in this
2498 course.
2499
2500 4. Some of the neat ways to express yourself are listed below: (from Essential Elements: Prepare,
2501 Design, and Teach Your Online Course: Elbaum, McIntyre, and Smith, Atwood Publishing, 2002.
2502
2503 :) [basic smile]
2504
2505 ;) [wink]
2506
2507 :-P [tongue out]
2508
2509 :-D [big smile]
2510
2511 :-([frown]
2512
2513 **Appropriate Behaviors:**
2514 When you read or review information from your classmates, please remember to:
2515 • Read objectively for the writer's main points.
2516 • Summarize the writer's key points before responding.
2517 • Identify and control your own barriers to critical thinking.
2518 • Read between the lines for mixed messages.
2519
2520 When you are responding to another classmate, please be sure to consider the following:

- 2521
- 2522 • Write about what you like or want, rather than what you don't like or want.
- 2523 • Use positive words and phrasing.
- 2524 • Be specific. Use examples.
- 2525 • Avoid the use of "I" and "you" when you are discussing issues. Talk about "it"—the concern,
- 2526 problem, situation, need.
- 2527 • Stay on track.
- 2528 • Recognize the other's point of view.
- 2529 • Ask questions to clarify. Paraphrase or restate the other's answers to check for
- 2530 understanding.
- 2531 • Voice your desire to resolve any differences.
- 2532 • Ask for agreement from others if that's what you want or the situation requires.
- 2533 • Remember that tone takes the place of body language. Keep your tone positive and helpful.
- 2534 • Being helpful and considerate of others will help you make your point in a way everyone can
- 2535 support.

2536

2537 **Guidelines for Working in Groups:**

2538 Group work can be very rewarding when everyone gets and stays involved. When one or more persons

2539 cease to be a part of the group or do not post or respond for a period of time, the whole group suffers

2540 and the resultant work lacks the input from everyone it deserves.

2541

2542 Below you will find some suggestions for working in groups to assure success for everyone:

2543

- 2544 • Groups depend upon each member to actively participate.
- 2545 • Group work accomplishes more than just one person's thinking.
- 2546 • Groups require everyone to participate in discussions, input, and decisions.
- 2547 • Groups can be very effective learning tools when everyone continues to participate regularly.
- 2548 • Each member of the group responds quickly and consistently.
- 2549 • Each member of the group is to be respected by his/her colleagues or classmates.
- 2550 • Everyone is encouraged to express his/her own thoughts.
- 2551 • Everyone is able to accept a group/consensus decision.
- 2552 • When someone is missed, the group leader will seek to find out why in a private manner. This
- 2553 will assure trust and confidentiality for all.

2554

2555 By adhering to these simple suggestions, everyone in a group will have an opportunity to be successful.

2556 Success breeds success.

2557

2558 **Tips for Being a Successful Online Learner:**

2559 Each of us has a different learning style, and those styles affect our experience, whether in a face-to-

2560 face classroom or learning online. To help you understand how you'll learn in this course, there

2561 are guidelines below for being a successful student in this course.

2562 **How To Be Successful In This Course**

2563 **1. Communicate Regularly**

2564 Consistent and good communication is key. "Participating" in an online course means making comments

2565 and thoughtful contributions regularly. Requirements will be listed for you; however, you must

2566 communicate with me so I may be sure you understand what is required and are able to continue to

2567 work toward success. If you are unsure, contact me immediately. I do not want you to feel lost or

2568 unsure of what you are to do. Unless you communicate with me, you may become discouraged and
2569 cease to make progress in the course. I want you to be successful!

2570 **2. Be Consistent: Be Present Each Week**

2571 Assignments -- online and offline work should take approximately five to ten hours weekly.

2572
2573 At the minimum, log in and post on two different days. The more you log on, the more you will feel
2574 connected and engaged with the course and your classmates. The number of other posts will depend
2575 on your assignments for the week.

2576
2577 Each week scan through the assignments, see how much volume there is, and estimate how much time
2578 it will take. Remember that usually everything takes twice as long as we think. If I don't routinely hear
2579 from you or see your presence each week, I'll contact you to see if there's a problem with meeting your
2580 participation goals. If you anticipate not being able to complete an assignment by the due date, let me
2581 know.

2582
2583 Take it from me, consistent presence and participation will make your learning more important to you
2584 and more valuable to everyone else as well.

2585
2586 **3. Stay on Track**

2587 To successfully complete this course, you need to participate regularly and complete all assignments
2588 over the next fifteen weeks. See the Syllabus for details.

2589
2590 Each week contains several activities, so try to work on the activities throughout the week and not leave
2591 them all for the last day. It's best to start early in the week, and try to check in every other day.

2592
2593 Attendance is required on at least two days of the week. Participation is based on posting to the
2594 Discussion Board area. Unless you post, you are not present. You must be present in order to
2595 successfully complete the course. Being absent from an online course will create a major barrier.
2596 Having taken both online and face-to-face classes, missing an online class is much more problematic, in
2597 my opinion.

2598
2599 **Quality and Quantity**

2600 In this course, quality and quantity are co-equals. You must complete the assignments with quality
2601 thinking and posting as well as complete the quantity of assignments required. Postings such as "great",
2602 "I agree", or "I had not thought of that" will be regarded as insufficient. This is just quantity, not quality.

2603
2604 **Bibliography of Relevant Readings:**

2605
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2607
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2610
2611 Constitution of the United States.

2612
2613 Constitution of North Carolina (Public School Laws of North Carolina).

2614

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 2616 Government, 1981.
- 2617
- 2618 Education Law in North Carolina. (ELNC) Edited by Janine Murphy, Esq. Attorney with the NCSBA.
 2619 Available via the Sampson-Livermore Library.
- 2620
- 2621 Jenkins, Charles R. Selected Legal Aspects of Academic Administrative Leadership: An Orientation for
 2622 New Academic Administrators. Identifying and Preparing Academic Leaders. San Francisco: Jossey-Bass,
 2623 2003-04.
- 2624
- 2625 Joyce, Robert. The Law of Employment in North Carolina's Public Schools. UNC-Chapel Hill: School of
 2626 Government, 2000.
- 2627
- 2628 Mason, Janet. Reporting Child Abuse and Neglect in North Carolina. 2nd Edition. UNC-Chapel Hill:
 2629 School of Government, 2003.
- 2630
- 2631 Policies of Selected School Systems.
- 2632
- 2633 **Resources Available on the Internet**
- 2634
- 2635 1. <http://www.iog.unc.edu/> Select Publications- Law resources from IOG.
- 2636
- 2637 2. <http://shopping.netsuite.com/s.nl/c.433425/sc.7/category.5691/.f> School of Government, then to
 2638 Periodicals and Publications, then School Law Bulletin, at top of page you can see parts of the current
 2639 issue free.
- 2640
- 2641 3. www.ncasa.net North Carolina Association of School Administrators site.
- 2642
- 2643 4. www.ncsba.org North Carolina School Boards Association site.
- 2644
- 2645 5. www.ncleg.net North Carolina General Assembly website
- 2646
- 2647 6. www.nsba.org National School Boards Association site.
- 2648
- 2649 7. www.nassp.org National Association of Secondary Principals site.
- 2650
- 2651 8. www.aasa.org American Association of School Administrators site.
- 2652
- 2653 9. Federal and State sites:
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- 2655 www.ed.gov United States Department of Education
- 2656
- 2657 www.dpi.state.nc.us North Carolina Department of Public Instruction
- 2658
- 2659 10. SEE CHAPTER B.15 No Child Left Behind Act: Web Resources in Education Law in North Carolina
 2660 (ELNC) available to UNCP students via the Sampson-Livermore Library @ www.uncp.edu/library for
 2661 resources related to this federal mandate.
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OTHER RESOURCES FOR RESEARCH

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

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University of North Carolina at Pembroke

School of Education

Department of Educational Leadership and Counseling

Accredited by:

National Council for Accreditation of Teacher Education (NCATE)

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

Approved by:

North Carolina Department of Public Instruction (NCDPI)

Fall, 2015

Course Information

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

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

Credit Hours: 3

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

Meeting Times: Asynchronous

Class Location: Blackboard

Instructor Information:

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

Office Phone: 910-775-4414

Email: jeffrey.warren@uncp.edu

Office Locations: 346 Education Center

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

Course Requirements:

Textbook & Resources

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

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: APA

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

Recommended Readings

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

UNCP Teacher Education Conceptual Framework:

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

2743 The UNCP Teacher Education Program is committed to the public school mission of preparing P-12
 2744 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to
 2745 the highest quality instruction, services, resources, and facilities that society can provide. UNCP's
 2746 primary responsibility in that noble effort is to prepare competent and collaborative professional
 2747 educators committed to the mission of public education.

2748

2749 **Relationship of Course to the Conceptual Framework:**

2750 This specialty course equips students with knowledge of roles, functions, and responsibilities of a
 2751 professional school counselor aiming to utilize evidence-based practices to promote academic
 2752 achievement and student success. Specifically, students enrolled in the Professional School Counseling
 2753 Program learn how to identify, implement and evaluate evidence based practices that impact all
 2754 students regardless of race, ethnicity, culture or any other characteristic, therefore demonstrating a
 2755 commitment to public education. Students also solidify competency as practitioners knowledgeable of
 2756 strategies that impact socio-emotional health and are willing to collaborate with all stakeholders in an
 2757 effort to effect student success.

2758 **Teacher Education Standards addressed in this course:**

2759 *North Carolina Professional School Counseling Standards*

2760 Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

- 2761 • School Counselors demonstrate leadership in the school.
- 2762 • School Counselors advocate for schools and students.
- 2763 • School Counselors demonstrate high ethical standards.

2764

2765 Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students

- 2766 • School Counselors foster a school environment in which each child has a positive, nurturing
 2767 relationship with caring adults.
- 2768 • School Counselors work collaboratively with the families and significant adults in the lives of
 2769 students.

2770

2771 Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive
 2772 School Counseling Program

- 2773 • School Counselors align their programs to support student success in the North Carolina
 2774 Standard Course of Study
- 2775 • School Counselors understand how their professional knowledge and skills support and
 2776 enhance student success.
- 2777 • School Counselors recognize the interconnectedness of the comprehensive school counseling
 2778 program with academic content areas/disciplines.
- 2779 • School Counselors develop comprehensive school counseling programs that are relevant to
 2780 students.

2781

2782 Standard 4: School Counselors Promote Learning for All Students

- 2783 • School Counselors plan their programs for the academic, career, and personal/social
 2784 development of all students.
- 2785 • School Counselors use a variety of delivery methods.
- 2786 • School Counselors use and promote effective listening and communication skills.

2787

2788 Standard 5: School Counselors Actively Reflect on Their Practice

- 2789 • School Counselors function effectively in a complex dynamic environment.

2790

2791 **Attendance Expectations**

2792 You are required to attend all class sessions whether synchronous or asynchronous. If you must miss a
 2793 class, please notify your instructor by e-mail at least 48 hours in advance. Announcements regarding
 2794 schedule delays or the closing of the university due to adverse weather conditions will be broadcast on
 2795 local radio and television and posted on the university home page on the Internet but should not have
 2796 any bearing on your class attendance or participation due to the on-line nature of this course.

2797 **Technology Expectations**

- 2798 a. Access to the Internet with high-speed connection (not dial-up).
 2799 b. Check your UNCP student email account and Blackboard on a daily basis.
 2800 c. Adobe Acrobat Reader for viewing documents.
 2801 d. Microsoft Office or other word processing software capable of creating/opening
 2802 Word compatible files (.DOC)
 2803 e. **Include your name AND class in closing on every email you send.**

2804 **Writing Expectations**

2805 Written assignments will be graded for completion, quality, and relevance. Please double space, 12 pt
 2806 fonts. Any not double spaced, 12 pt fonts will be returned and considered late when resubmitted (this
 2807 does not apply to discussion posts). Any assignment turned in late will receive NO credit unless prior
 2808 approval has been granted for extenuating circumstances. Re-do work is due as specified.
 2809 All written assignments should be spelled correctly, be grammatically correct, and use standard English.
 2810 If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP
 2811 Writing Center in the Dial Building room131or call 910.521.6546, or email writing@uncp.edu.
 2812 All writing assignments for this class must follow APA reference and citation format unless otherwise
 2813 specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest
 2814 the following links for APA assistance:

2815 <http://owl.english.purdue.edu/owl/resource/560/16/>2816 <http://www.apastyle.org/faqs.html>

2817

2818 **CACREP 2009 Standards addressed in this course:**2819 **Course Objectives and Learning Outcomes:**

2820 A. Knowledge - The student will:

- 2821 • Acquire an applied knowledge of the National Standards of Practice for professional school
 2822 counselors, and how they apply to prevention and early interventions (CACREP School Counseling
 2823 Standards, C.1.b)
 2824 • Learn how to conduct needs assessments to improve student outcomes (CACREP School Counseling
 2825 Standards, C.1.a)
 2826 • Learn how to implement and evaluate specific strategies that meet program goals and objectives
 2827 (CACREP School Counseling Standards, C.1.c)

2828

2829 B. Skills - The student will be able to:

- 2830 • Use, management, analysis, and presentation of data from school- based information (e.g.,
 2831 standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews,
 2832 focus groups, and needs assessments to improve student outcomes (CACREP School Counseling
 2833 Standards, C.1.a)
 2834 • Implement and evaluate specific strategies that meet program goals and objectives (CACREP School
 2835 Counseling Standards, C.1.c)

2836

2837 C. Attitudes, Values, and Dispositions - The student will be able to:

- 2838 • Value the importance of school counselors role in students academic achievement
2839

2840 D. Diversity - The student will:

- 2841 • Increase awareness of counselors' selection of counseling approaches (e.g. programs) in social
2842 justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices,
2843 processes of intentional and unintentional oppression and discrimination, and other culturally
2844 supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP
2845 standard section II 2.d);
- 2846 • Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family
2847 structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and
2848 mental status, and equity issues in school counseling and in program selection and development
2849 specifically (CACREP School Counseling Standards, A.8.).

2850

2851 E. Technology - The student will:

- 2852 • Understand the use of technology in the design, implementation, monitoring and evaluation of a
2853 comprehensive school counseling program (CACREP Standard Section II 1. C; CACREP School
2854 Counseling Standards, C.3. d);
- 2855 • Demonstrate an ability to use internet email through regularly emailing the class instructor with
2856 questions or concerns (CACREP Standard Section II 1. C);
- 2857 • Utilize word processing in writing all of their assignments and papers (CACREP Standard Section II 1.
2858 C);
- 2859 • Utilize the internet as a source of information in researching projects (CACREP Standard Section II 1.
2860 C).

2861

2862 **Teaching Strategies: Course Format:** This course is completely on-line. Components and features from
2863 Blackboard including discussion board, chat and Learning Modules may be used to facilitate growth and
2864 development in the area of crisis intervention. Case studies, interviews, and podcasts will also be
2865 incorporated throughout the course. The on-line format is most conducive to highly motivated students
2866 with the ability to remain organized and work independently.

2867

2868 **Academic Dishonesty Policy:** Students are expected to adhere to the UNC Pembroke Academic Honor
2869 Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of
2870 information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive
2871 a failing grade in the course. See the Student Handbook for details.

2872

2873 Religious Holiday Policy Statement: **The University of North Carolina at Pembroke has a legal and moral**
2874 **obligation to accommodate all students who must be absent from classes or miss scheduled exams in**
2875 **order to observe religious holidays; we must be careful not to inhibit or penalize these students for**
2876 **exercising their rights to religious observance. To accommodate students' religious holidays, each**
2877 **student will be allowed two excused absences each semester with the following conditions:**

- 2878 1. **Students, who submit written notification to their instructors within two weeks of the**
2879 **beginning of the semester, shall be excused from class or other scheduled academic**
2880 **activity to observe a religious holy day of their faith. Excused absences are limited to two**
2881 **class sessions (days) per semester.**
- 2882 2. **Students shall be permitted a reasonable amount of time to make up tests or other work**
2883 **missed due to an excused absence for a religious observance.**

2884 **3. Students should not be penalized due to absence from class or other scheduled academic**
 2885 **activity because of religious observances.**

2886 **A student who is to be excused from class for a religious observance is not required to provide a**
 2887 **second-party certification of the reason for the absence. Furthermore, a student who believes that he**
 2888 **or she has been unreasonably denied an education benefit due to religious beliefs or practices may**
 2889 **seek redress through the student grievance procedure.**

2890
 2891 **ADA Statement:** Federal laws require UNCP to accommodate students with documented learning,
 2892 physical, chronic health, psychological, visual or hearing disabilities.

2893 In post-secondary school settings, academic accommodations are not automatic; to receive
 2894 accommodations, students must make a formal request and must supply documentation from a
 2895 qualified professional to support that request. Students who believe they qualify must contact the
 2896 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
 2897 accommodation process. All discussions remain confidential. Accommodations cannot be provided
 2898 retroactively. More information for students about the services provided by ARC and the
 2899 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

2900 **This publication is available in alternative formats upon request. Please contact Accessibility Resource**
 2901 **Center (ARC), DF Lowry Building, 910-521-6695.**

2902 **Grading Policies:** Assignments are not generally accepted late, however, certain situations may deserve
 2903 consideration. Late assignments will be accepted, at the discretion of the instructor, at a penalty of 10%
 2904 per day. Exams may be rescheduled at the convenience of the instructor. Make up exams may be
 2905 offered in an alternate format in order to maintain integrity of the material on the test.

2906
 2907 Grading Policy of the UNCP Counseling Programs: The Counseling Programs faculty considers course
 2908 grades of "C" or below to be indicative of a problem. Students earning overall course grades of "C" or
 2909 below will be subject to faculty review at the Student Progress Meeting held each semester (see
 2910 Program Handbook for additional information).

2911
 2912 **Course Assignments:**

2913 **1. Research Brief. (20 Points)**

2914 For this assignment, students will identify a current (within 3 years) research article that details
 2915 an intervention conducted in a school setting. The intervention must focus on increasing
 2916 student success, well-being, or academic achievement. Students will use this article to write a
 2917 research brief (see examples). The research brief will be no longer than three pages (not
 2918 including title page and references). The aim of the research brief is to carefully analyze an
 2919 intervention, research methodology used, and effectiveness to determine its generalizability and
 2920 utility. The research brief will include the following sections: Introduction, Method
 2921 (intervention, research design, participants, measures), Results, and Implications. See rubric for
 2922 scoring.

2923 **2. Attendance and Participation. (50 Points)**

2924 **Attendance:** It is expected that students will attend all classes and will be fully responsible for
 2925 content covered in class, textbook, readings, and experiential activities. In the event of an
 2926 unexpected absence, you should contact the instructor **as soon as possible via e-mail**. If you
 2927 need to leave class early, please inform the instructor prior to class. The instructor reserves the
 2928 right to lower the final grade of any student who has more than **ONE UNEXPLAINED OR**
 2929 **UNSUBSTANTIATED ABSENCE**. Students who have more than **TWO ABSENCES** (regardless of
 2930 student's reason) will be asked to withdrawal from this course or receive a fail grade for this
 2931 course.

2932 **Participation:** Participation is essential and expected in this class. The quality of your experience
 2933 in the class, and that of your classmates, is related to the quality of your participation in class
 2934 discussions and exercises, and in the small group projects. Be prepared to engage and actively
 2935 contribute in this class. Read the assigned chapters and do the assigned activities so you can
 2936 interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is
 2937 based on your participation in class. Show respect and a positive, supportive attitude toward
 2938 other members of the class. Points are earned through participation, which means being in class
 2939 and actively participating. Lack of participation will result in a lower final grade.

2940 Quality participation includes:

- 2941 -Active, enthusiastic participation in class discussions and activities
- 2942 -Preparation and understanding of the assigned readings
- 2943 -Asking of thoughtful questions
- 2944 -Responding to other students' comments in a constructive, respectful manner
- 2945 -Contributing regularly and constructively without dominating.

2946 **3. Module Insights and Responses. (80 Points)**

2947
 2948 Active participation is essential and expected in this class. The quality of your experience in the
 2949 class, and that of your classmates, is related to the quality of your participation in class
 2950 discussions and exercises, and in the small group projects. **Be prepared to engage and actively**
 2951 **contribute in this class by completing 4 Module Insights and Responses.** Read the assigned
 2952 chapters and do the assigned activities so you can interact appropriately during discussions.
 2953 Learning is not a spectator sport. Part of your grade is based on your participation in class. Show
 2954 respect and a positive, supportive attitude toward other members of the class. Points are
 2955 earned through participation (see rubric below), which means being in class and actively
 2956 participating. Lack of participation will result in a lower final grade. **INSIGHTS AND RESPONSES**
 2957 **WILL NOT BE ACCEPTED AFTER THE DUE DATE.**

2958 Quality participation includes:

- 2959 -Active, enthusiastic participation in class discussions and activities
- 2960 -Preparation and understanding of the assigned readings
- 2961 -Asking of thoughtful questions
- 2962 -Responding to other students' comments in a constructive, respectful manner
- 2963 -Contributing regularly and constructively without dominating.

2964 **4. School Counselor Interview. (75 Points)**

2965
 2966 For this assignment, students will interview a school counselor at a local or regional school.
 2967 During the interview, students will gather information pertaining to the school counseling
 2968 program's current use of evidence-based practices and use of data to drive programming and
 2969 services delivered. An 7-9 page paper will be written summarizing findings, highlighting
 2970 strengths of the program and outlining specific data based-decision making processes utilized
 2971 and evidence-based practices. Strategies, practices, and resources that could possibly be
 2972 implemented to address areas of weakness should be presented. Students will provide an
 2973 overview of the findings and provide strategies for potentially strengthening the program during
 2974 a 10-15 minute presentation

2976 **5. Action Research Project. (75 Points)**

2977
 2978 Complete a project that will document the impact you have on the academic success of an
 2979 individual or group of student.

- 2980 i. Identify a student or group of students who needs to improve his/her/their
2981 academic achievement.
- 2982 ii. Provide interventions to improve the academic achievement of the student(s).
2983 1. Support your interventions with research.
- 2984 iii. Submit 2-3 page summary of your project to the instructor. THE INSTRUCTOR
2985 WILL PROVIDE FICTITIOUS OUTCOME DATA/RESULTS.
- 2986 iv. Discuss how your interventions impacted/did not impact students' success in
2987 learning to learn (academic achievement).
- 2988 v. Provide a 3-4 page summary of the results and address failures/successes, and
2989 plans for future intervention implementation, etc.
- 2990

2991 **6. Final Exam. (100 points)**

2992 This is a comprehensive exam covering all material presented during the course of the semester.
2993 Questions may be in the form of short answer, fill-in-the-blank, or multiple choice. Possible
2994 exam questions and areas of focus will be discussed prior to the administration of the exam.

| Course Requirements/Assignments | Points Possible |
|---------------------------------|-----------------|
| Research Brief | 20 |
| Attendance and Participation | 50 |
| Module Insights and Responses | 80 |
| School Counselor Interview | 75 |
| Action Research Project | 75 |
| Exam | 100 |
| Total: | 400 |

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

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Approved by:

North Carolina Department of Public Instruction (NCDPI)

Fall, 2015

Course Information

Course Prefix & Title: CNSxxxx *Addressing the Achievement Gap and Issues of Social Justice*

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

Credit Hours: 3

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

Meeting Times: Asynchronous

Class Location: Blackboard

Instructor Information:

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

Office Phone: 910-775-4414

Email: jeffrey.warren@uncp.edu

Office Locations: 346 Education Center

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

Course Requirements:

Textbook & Resources

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Johnson, R. (2002). *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oaks, CA: Corwin Press.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: APA

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

Recommended Readings:

American School Counselor Association. (2012). *The ASCA national model: A framework for school*

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- 3048 *counseling programs*. Alexandria, VA: Author.
- 3049 Bailey, D., Getch, Y. Q. & Chen-Hayes, S. (2002). Professional school counselors as social and
3050 academic advocates. In B. T. Erford (Ed.), *Transforming the School Counseling Profession*. Upper
3051 Saddle River, NJ: Merrill Prentice-Hall.
- 3052 Brannigan, M. (2007). A psychoeducation group model to build academic competence in new middle
3053 school students. *Journal for Specialists in Group Work*, 32, 61-70.
- 3054 Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school
3055 success behavior. *Professional School Counseling*, 7, 91-98.
- 3056 Butler, S. (2003). Helping urban African American high school students to excel academically: The
3057 roles of school counselors. *The High School Journal*, 87, 51-57.
- 3058 Dahir, C. A., & Stone, C. B. (2003). Accountability: A measure of the impact school counselors have
3059 on student achievement. *Professional School Counseling*, 6, 214-222.
- 3060 Dimmitt, D. (2003). Transforming school counseling practice through collaboration and the use of
3061 data: A study of academic failure in high school. *Professional School Counseling*, 6(5), 340-349.
- 3062 Fitch, T. J. & Marshall, J. L. (2004). What counselors do in high-achieving schools: A study on the role
3063 of the school counselor. *Professional School Counseling*, 7, 172-177.
- 3064 Kaplan, L. S. (1999). Hiring the best school counseling candidates to promote students' achievement.
3065 *NASSP Bulletin*, 83, 34-39.
- 3066 Kaplan, L. (2000). Maximizing school counselors' effect on student achievement. *The High School*
3067 *Magazine*, 5-8.
- 3068 Sink, C. A., & Stroh, H. R. (2003). Raising achievement test scores of early elementary school students
3069 through comprehensive school counseling programs. *Professional School Counseling*, 6, 350-364.
- 3070 Stanard, R. P., (2003). High school graduation rates in the United States: Implications for the
3071 counseling profession. *Journal of Counseling and Development*, 81, 217-221.
- 3072 Stone, C., & Clark, M. (2001). School counselors and principals: Partners in support of academic
3073 achievement. *National Association of Secondary School Principals Bulletin*, 85, 46-53.
- 3074 Ware, W. B., & Galassi, J. P. (2006). Using correlational and prediction data to enhance student
3075 achievement in K-12: A practical application for school counselors. *Professional School*
3076 *Counseling*, 9, 344-356.
- 3077 Webb, L. D. & Brigman, G. A. (2006). Student success skills: Tools and strategies for improved
3078 academic and social outcomes. *Professional School Counseling*, 10, 112-120.

3079 **UNCP Teacher Education Conceptual Framework:**

3080 *Theme: Preparing professional educators who are committed, collaborative, and competent.*
3081 The UNCP Teacher Education Program is committed to the public school mission of preparing P-12
3082 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to
3083 the highest quality instruction, services, resources, and facilities that society can provide. UNCP's
3084 primary responsibility in that noble effort is to prepare competent and collaborative professional
3085 educators committed to the mission of public education.

3086
3087 **Relationship of Course to the Conceptual Framework:**

3088 This specialty course equips students with knowledge of roles, functions, and responsibilities of a
3089 professional school counselor seeking to address issues of disparity and equity among students in public
3090 schools. Specifically, students enrolled in the Professional School Counseling Program learn how to
3091 utilize tools and skills and are prepared to serve all students regardless of race, ethnicity, culture or any
3092 other characteristic, therefore demonstrating a commitment to public education. Students also solidify
3093 competency as practitioners knowledgeable of strategies that impact socio-emotional health and are
3094 willing to collaborate with all stakeholders in an effort to effect student success.

3095 **Teacher Education Standards addressed in this course:**

3096 *North Carolina Professional School Counseling Standards*

3097 Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

- 3098
- 3099
- 3100
- School Counselors demonstrate leadership in the school.
 - School Counselors advocate for schools and students.
 - School Counselors demonstrate high ethical standards.

3101

3102 Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students

- 3103
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- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
 - School Counselors work collaboratively with the families and significant adults in the lives of students.

3107

3108 Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program

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

3118

3119 Standard 4: School Counselors Promote Learning for All Students

- 3120
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- 3123
- School Counselors plan their programs for the academic, career, and personal/social development of all students.
 - School Counselors use a variety of delivery methods.
 - School Counselors use and promote effective listening and communication skills.

3124

3125 Standard 5: School Counselors Actively Reflect on Their Practice

- 3126
- School Counselors function effectively in a complex dynamic environment.

3127

3128 **Attendance Expectations**

3129 You are required to attend all class sessions whether synchronous or asynchronous. If you must miss a

3130 class, please notify your instructor by e-mail at least 48 hours in advance. Announcements regarding

3131 schedule delays or the closing of the university due to adverse weather conditions will be broadcast on

3132 local radio and television and posted on the university home page on the Internet but should not have

3133 any bearing on your class attendance or participation due to the on-line nature of this course.

3134 **Technology Expectations**

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- 3140
- a. Access to the Internet with high-speed connection (not dial-up).
 - b. Check your UNCP student email account and Blackboard on a daily basis.
 - c. Adobe Acrobat Reader for viewing documents.
 - d. Microsoft Office or other word processing software capable of creating/opening Word compatible files (.DOC)
 - e. **Include your name AND class in closing on every email you send.**

3141 **Writing Expectations**

3142 Written assignments will be graded for completion, quality, and relevance. Please double space, 12 pt
 3143 fonts. Any not double spaced, 12 pt fonts will be returned and considered late when resubmitted (this
 3144 does not apply to discussion posts). Any assignment turned in late will receive NO credit unless prior
 3145 approval has been granted for extenuating circumstances. Re-do work is due as specified.
 3146 All written assignments should be spelled correctly, be grammatically correct, and use standard English.
 3147 If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP
 3148 Writing Center in the Dial Building room131or call 910.521.6546, or email writing@uncp.edu.
 3149 All writing assignments for this class must follow APA reference and citation format unless otherwise
 3150 specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest
 3151 the following links for APA assistance:

3152 <http://owl.english.purdue.edu/owl/resource/560/16/>

3153 <http://www.apastyle.org/faqs.html>

3154

3155 **CACREP 2009 Standards addressed in this course:**

3156 **Course Objectives and Learning Outcomes:**

3157

A. Knowledge - The student will:

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

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- Learn how to conduct needs assessments to improve student outcomes (CACREP School Counseling Standards, C.1.a)

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- Learn how to implement and evaluate specific strategies that meet program goals and objectives (CACREP School Counseling Standards, C.1.c)

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B. Skills - The student will be able to:

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

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- Implement and evaluate specific strategies that meet program goals and objectives (CACREP School Counseling Standards, C.1.c)

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

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

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3177

D. Diversity - The student will:

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- Increase awareness of counselors' selection of counseling approaches (e.g. programs) in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP standard section II 2.d);

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- Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling and in program selection and development specifically (CACREP School Counseling Standards, A.8.).

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E. Technology - The student will:

- 3189 • Understand the use of technology in the design, implementation, monitoring and evaluation of a
 3190 comprehensive school counseling program (CACREP Standard Section II 1. C; CACREP School
 3191 Counseling Standards, C.3. d);
- 3192 • Demonstrate an ability to use internet email through regularly emailing the class instructor with
 3193 questions or concerns (CACREP Standard Section II 1. C);
- 3194 • Utilize word processing in writing all of their assignments and papers (CACREP Standard Section II 1.
 3195 C);
- 3196 • Utilize the internet as a source of information in researching projects (CACREP Standard Section II 1.
 3197 C).

3198

3199 **Teaching Strategies: Course Format:** This course is completely on-line. Components and features from
 3200 Blackboard including discussion board, chat and Learning Modules may be used to facilitate growth and
 3201 development in the area of crisis intervention. Case studies, interviews, and podcasts will also be
 3202 incorporated throughout the course. The on-line format is most conducive to highly motivated students
 3203 with the ability to remain organized and work independently.

3204

3205 **Academic Dishonesty Policy:** Students are expected to adhere to the UNC Pembroke Academic Honor
 3206 Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of
 3207 information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive
 3208 a failing grade in the course. See the Student Handbook for details.

3209

3210 Religious Holiday Policy Statement: **The University of North Carolina at Pembroke has a legal and moral**
 3211 **obligation to accommodate all students who must be absent from classes or miss scheduled exams in**
 3212 **order to observe religious holidays; we must be careful not to inhibit or penalize these students for**
 3213 **exercising their rights to religious observance. To accommodate students' religious holidays, each**
 3214 **student will be allowed two excused absences each semester with the following conditions:**

- 3215 1. **Students, who submit written notification to their instructors within two weeks of the**
 3216 **beginning of the semester, shall be excused from class or other scheduled academic**
 3217 **activity to observe a religious holy day of their faith. Excused absences are limited to two**
 3218 **class sessions (days) per semester.**
- 3219 2. **Students shall be permitted a reasonable amount of time to make up tests or other work**
 3220 **missed due to an excused absence for a religious observance.**
- 3221 3. **Students should not be penalized due to absence from class or other scheduled academic**
 3222 **activity because of religious observances.**

3223 **A student who is to be excused from class for a religious observance is not required to provide a**
 3224 **second-party certification of the reason for the absence. Furthermore, a student who believes that he**
 3225 **or she has been unreasonably denied an education benefit due to religious beliefs or practices may**
 3226 **seek redress through the student grievance procedure.**

3227

3228 **ADA Statement:** Federal laws require UNCP to accommodate students with documented learning,
 3229 physical, chronic health, psychological, visual or hearing disabilities.

3230 In post-secondary school settings, academic accommodations are not automatic; to receive
 3231 accommodations, students must make a formal request and must supply documentation from a
 3232 qualified professional to support that request. Students who believe they qualify must contact the
 3233 Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the
 3234 accommodation process. All discussions remain confidential. Accommodations cannot be provided
 3235 retroactively. More information for students about the services provided by ARC and the
 3236 accommodation process may be found at the following link: <http://www.uncp.edu/arc>

3237 **This publication is available in alternative formats upon request. Please contact Accessibility Resource**
 3238 **Center (ARC), DF Lowry Building, 910-521-6695.**

3239 **Grading Policies:** Assignments are not generally accepted late, however, certain situations may deserve
 3240 consideration. Late assignments will be accepted, at the discretion of the instructor, at a penalty of 10%
 3241 per day. Exams may be rescheduled at the convenience of the instructor. Make up exams may be
 3242 offered in an alternate format in order to maintain integrity of the material on the test.

3243

3244 Grading Policy of the UNCP Counseling Programs: The Counseling Programs faculty considers course
 3245 grades of "C" or below to be indicative of a problem. Students earning overall course grades of "C" or
 3246 below will be subject to faculty review at the Student Progress Meeting held each semester (see
 3247 Program Handbook for additional information).

3248

3249 **Course Assignments:**

3250 **1. Philosophy of Education. (20 Points)**

3251 Students will write a 1 page philosophy of education statement.

3252 **2. Attendance and Participation. (50 Points)**

3253 **Attendance:** It is expected that students will attend all classes and will be fully responsible for
 3254 content covered in class, textbook, readings, and experiential activities. In the event of an
 3255 unexpected absence, you should contact the instructor **as soon as possible via e-mail**. If you
 3256 need to leave class early, please inform the instructor prior to class. The instructor reserves the
 3257 right to lower the final grade of any student who has more than **ONE UNEXPLAINED OR**
 3258 **UNSUBSTANTIATED ABSENCE**. Students who have more than **TWO ABSENCES** (regardless of
 3259 student's reason) will be asked to withdrawal from this course or receive a fail grade for this
 3260 course.

3261 **Participation:** Participation is essential and expected in this class. The quality of your experience
 3262 in the class, and that of your classmates, is related to the quality of your participation in class
 3263 discussions and exercises, and in the small group projects. Be prepared to engage and actively
 3264 contribute in this class. Read the assigned chapters and do the assigned activities so you can
 3265 interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is
 3266 based on your participation in class. Show respect and a positive, supportive attitude toward
 3267 other members of the class. Points are earned through participation, which means being in class
 3268 and actively participating. Lack of participation will result in a lower final grade.

3269 Quality participation includes:

- 3270 -Active, enthusiastic participation in class discussions and activities
- 3271 -Preparation and understanding of the assigned readings
- 3272 -Asking of thoughtful questions
- 3273 -Responding to other students' comments in a constructive, respectful manner
- 3274 -Contributing regularly and constructively without dominating.

3275 **3. Module Insights and Responses. (80 Points)**

3276 Active participation is essential and expected in this class. The quality of your experience in the
 3277 class, and that of your classmates, is related to the quality of your participation in class
 3278 discussions and exercises, and in the small group projects. **Be prepared to engage and actively**
 3279 **contribute in this class by completing 4 Module Insights and Responses**. Read the assigned
 3280 chapters and do the assigned activities so you can interact appropriately during discussions.
 3281 Learning is not a spectator sport. Part of your grade is based on your participation in class. Show
 3282 respect and a positive, supportive attitude toward other members of the class. Points are
 3283 earned through participation (see rubric below), which means being in class and actively

3284 participating. Lack of participation will result in a lower final grade. **INSIGHTS AND RESPONSES**
 3285 **WILL NOT BE ACCEPTED AFTER THE DUE DATE.**

3286 Quality participation includes:

- 3287 -Active, enthusiastic participation in class discussions and activities
- 3288 -Preparation and understanding of the assigned readings
- 3289 -Asking of thoughtful questions
- 3290 -Responding to other students' comments in a constructive, respectful manner
- 3291 -Contributing regularly and constructively without dominating.

3292 **4. Academic Achievement Projects. (150 Points)**

3293

3294 Select **THREE** of the following

- 3295 b. **Classroom Guidance Activities. (50 Points)** Find four classroom guidance units (one unit
 3296 for each level; K-2, 3-5, 6-8, 9-12) that address academic achievement. Units typically
 3297 have at least three individual lessons.
 - 3298 i. Provide a short description of each classroom guidance unit, the ASCA Academic
 3299 Standards it addresses, the class/setting you would deliver it in, any
 3300 materials/cost needed to deliver the lesson, and how you would evaluate
 3301 student learning at each level. Provide copies of the units/lessons.
- 3302 c. **Closing the Gap in Eastern NC Schools. (50 Points)** Create four closing the Gap Action
 3303 Plans.
 - 3304 i. Select *minority students or students from low SES backgrounds* in Eastern NC
 3305 public school who are in 9-12 grade. Create a closing the Gap Action plan for
 3306 each of the following
 - 3307 1. Improve SAT scores
 - 3308 2. Improve Standardized Test Scores
 - 3309 3. Increase Placement in AP classes
 - 3310 4. Identify Attitudes and Behaviors leading to successful learning
 - 3311 ii. Provide a full description of the intervention you are suggesting (i.e. if you
 3312 suggest an SAT prep course, who will teach it, who much will it cost, when will it
 3313 be offered, how many students can participate, etc.)
 - 3314 iii. Provide research support for the interventions you suggest for the five closing
 3315 the gap action plans.
- 3316 d. **Journal Article Reviews. (50 Points)** Read four of the recommended reading articles.
 - 3317 i. Provide a 1-2 page critical review of each article. Address some of the following
 3318 in each of the critiques. A summary of the main findings, arguments, or
 3319 conclusions of the article / study. What is interesting about this information?
 3320 Discuss the strengths and usefulness of the article / study. How does the article
 3321 contribute to the field? Discuss the weaknesses, limitations, problems of the
 3322 article / study or what could improve the article. Discuss what you learned from
 3323 the article. Make a final judgment on the value of the article if you recommend
 3324 it to other students. Comment on the future or implications of the research.
 3325 Provide the APA citation at the top of each critique. Include an APA style cover
 3326 page stapled to the front of all critiques.
- 3327 e. **Individual Counseling Success Plan. (50 Points)** Develop a success plan for an individual
 3328 student struggling academically. Write this based upon a student you have encountered
 3329 either through volunteering at a school or are familiar with as a family member or
 3330 friend.

- 3331 i. Describe the student’s academic problems, academic history, any additional
- 3332 behavioral problems and the reason you selected this student.
- 3333 ii. School Context – Provide a brief summary of the school environment and your
- 3334 perception regarding how it supports or does not support the academic
- 3335 achievement of this student.
- 3336 iii. Provide suggestions for specific interventions to help the student become more
- 3337 successful academically. Provide suggestions for collaboration with parents,
- 3338 teachers, etc., use of outside resources, and school counselor specific
- 3339 interventions. Provide a discussion of the counseling theory you would use with
- 3340 the student. Use ideas from any of the required or recommended texts as well
- 3341 as other sources. Describe what you would do to assist the student improve
- 3342 his/her grades. This should be approx. 5-7 pages. Support your suggested
- 3343 interventions with research.
- 3344
- 3345
- 3346

5. Final Exam. (100 points)

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

| Course Requirements/Assignments | Points Possible |
|-----------------------------------|-----------------|
| Philosophy of Education Statement | 20 |
| Attendance and Participation | 50 |
| Module Insights and Responses | 80 |
| Academic Achievement Project | 150 |
| Exam | 100 |
| Total: | 400 |

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

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