

2015-2016 LONG SIGNATURE SHEET



Proposal Number: SOWK 6-15-15
 Proposal Title: **Changes to Courses in the BSW Curriculum**
 Originating Department: **Social Work**

XX

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE _____ UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/08/15	9/09/15	9/11/15	Approved	<u>DEPARTMENT CHAIR</u> [print name here:] Vivian B. Lord
09/01/15	09/21/15 →BSW 09/22	10/07/15	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] SUSAN MCCARTER
10/7/2015	10/7/2015	10/7/2015	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] Jane B. Neese
			Approved	<u>COLLEGE DEAN</u> [print name here:]
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs)
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content)
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Jeffrey Leak, Faculty Council President

From: Vivian Lord, Interim Chair of the School of Social Work

Date: June 15, 2015

Re: Request for permanent courses number for BSW Social Work Electives

Please consider this request for course changes to the BSW Curriculum. There are two major changes.

1. We propose a new elective course called SOWK 4102 School Social Work.
2. We propose a new elective course called SOWK 4103 Child Welfare

I. HEADING

University of North Carolina at Charlotte
Revised, Undergraduate
Changes to Courses in the BSW Curriculum

PROPOSAL NUMBER: SOWK 6-15-15

TITLE. *Changes to Courses in the BSW Curriculum*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. SUMMARY.

Change 1. We propose a new elective course called School Social Work, designated as SOWK 4102. This course has been taught under the 3090 Topics in Social Work and we are proposing this course be assigned a permanent number.

Change 2. We propose a second new elective course called Child Welfare, designated as SOWK 4103. This course has been taught under the 3090 Topics in Social Work and we are proposing this course be assigned a permanent number.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Change 1. We propose a new elective course called SOWK 4102 School Social Work. The course content has been taught five times as a Special Topics course. The course is designed to provide BSW students a foundation for preparation as a school social worker and/or enhance and broaden the skills of current school social workers. It also meets one of the “population” course requirements for the BSW program. Students are required to complete four 3-hour courses examining diverse and vulnerable population groups of interest to social work. Courses may include such topics as aging, child welfare, gender, international cultures, mental health, religion, population growth, and sexuality, as well as other courses as approved by the BSW Director. For a complete listing of pre-approved Population Group Courses, please see the School of Social Work website at socialwork.uncc.edu.

Change 2. We propose a second new elective course called SOWK 4103 Child Welfare. The course content has been taught at least four times as a Special Topics course. Child Welfare topics must be taught as a separate, specific course and successfully taken by BSW students who plan to work in the area of Child Welfare. UNC Charlotte's School of Social Work is a member of the North Carolina Child Welfare Collaborative. The Collaborative established guidelines for BSW and MSW students interested in Child Welfare. It also meets one of the "population" course requirements for the BSW program.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

Change 1. SOWK 4102 School Social Work will not require prerequisites other than admission to the UNC Charlotte BSW program as a degree seeking student.

Change 2. SOWK 4103 Child Welfare will not require prerequisites other than admission to the UNC Charlotte BSW program as a degree seeking student.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

Change 1. SOWK 4102 School Social Work is a new elective course. Historically, the BSW program electives have been categorized as Special Topics with the designation SOWK 3090. The School has one elective that has begun the 41XX sequence. We will continue this tradition for the sake of clarity and efficiency. Typically, these courses do not have prerequisites but are more advanced than many courses in the beginning of the BSW curriculum. The number of this course is being changed from 3000 to 4000. The 4000 level signifies this course will be taken by Upper Division social work students.

Change 2. SOWK 4103 Child Welfare is also a new elective course. See above (Change 1) for course numbering rationale. This number of this course is being changed from 3000 to 4000. The 4000 level signifies this course will be taken by Upper Division social work students. Upper Division social work students are students who have met the general elective and pre-social work requirements and have been granted formal admission to the BSW program. Students admitted to the Upper Division program have completed at least 61 credit hours of coursework.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Change 1. School Social Work is designed to provide BSW students a foundation for preparation as a school social worker and/or enhance and broaden the skills of current school social workers. It also meets one of the “population” course requirements for the BSW program. We would like to increase opportunities for students to have exposure to this course’s content by making the course a permanent elective.

Change 2. Many of our students are interested in Child Welfare work. The course also meets one of the “population” course requirements for the BSW program. In addition, UNC Charlotte’s School of Social Work is a member of the North Carolina Child Welfare Education Collaborative (CWEC). The CWEC program enables social work students across North Carolina to apply for public child welfare positions as applicants with “experience,” which qualifies them for higher starting pay. Students who are accepted into the CWEC must take the Child Welfare course at UNC Charlotte as part of our contractual agreement with the Collaborative.

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. **What group(s) of students will be served by this proposal?** (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The proposed changes will impact students enrolled in the BSW program only.

Change 1. SOWK 4102 School Social Work will be open as an elective to BSW degree seeking students in the Social Work program,.

Change 2. SOWK 4103 Child Welfare will be open as an elective to BSW degree seeking students in the Social Work program.

2. **What effect will this proposal have on existing courses and curricula?**

- a. When and how often will added course(s) be taught?

Change 1. SOWK 4102 School Social Work will be taught as one

section each spring. The only change is to make the course offered as a permanent elective rather than a Special Topics course.

Change 2. SOWK 4103 Child Welfare will be taught as one section each spring. The only change is to make the course offered as a permanent elective rather than a Special Topics course.

b. How will the content and/or frequency of offering of other courses be affected?

None of the changes proposed will affect the content or frequency of other courses.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Change 1. SOWK 4102 School Social Work will have enrollment of about 25 students. This has been the average number of students for previous semesters when it was offered as a Special Topics course.

Change 2. SOWK 4103 Child Welfare will have enrollment of about 25 students. This has been the average number of students for previous semesters when it was offered as a Special Topics course.

d. How will enrollment in other courses be affected? How did you determine this?

Change 1. SOWK 4102 School Social Work will be offered as an elective, but it has been offered five times as a special topics. There will be no impact on other courses.

Change 2. SOWK 4103 Child Welfare will be offered as an elective, but it has been offered four times as a special topics. There will be no impact on other courses.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

Change 1. The course name and description for SOWK 4102 will be added.

Change 2 The course name and description for SOWK 4103 will be added.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none.” For items which require “none” explain how this determination was made.

- A. **PERSONNEL.** None. Because these courses are specialized, we use community professionals who work as School Social Workers and Child Welfare staff and are adjunct faculty members with the School of Social Work. This will not change.
- B. **PHYSICAL FACILITY.** No additional space needs are anticipated. The same number of hours is being taught as previously.
- C. **EQUIPMENT AND SUPPLIES:** None. No additional funding or special equipment or supplies will be required.
- D. **COMPUTER.** None. No additional computer or technical needs are anticipated.
- E. **AUDIO-VISUAL.** None. No requirements for audio-visual facilities beyond the standard classroom podiums are anticipated.
- F. **OTHER RESOURCES.** None. No additional resources are anticipated under these changes.
- G. **SOURCE OF FUNDING.** None anticipated

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of *Consultation on Library Holdings*).
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units.
None of these changes are anticipated to impact any other units or departments in the university.
- C. **HONORS COUNCIL CONSULTATION.** NA

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The School of Social Work is aware of the changes in this proposal. The two elective courses were previously Special Topics courses; the College of Health

and Human Services requires these courses to obtain permanent course status when they are offered repeatedly.

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

C. ATTACHMENTS.

1. CONSULTATION: Attach relevant documentation of consultations with other units.
2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.
3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "strikethrough" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).
 - a. For a new course or revisions to an existing course, check all the statements that apply:
 - ___ This course will be cross listed with another course.
 - ___ There are prerequisites for this course.
 - ___ There are corequisites for this course.
 - ___ This course is repeatable for credit.
 - ___ This course will increase/decrease the number of credits hours currently offered by its program.
 - ___ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.
4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

- Yes. If yes, please provide updated Academic Plan of Study in template format.
 No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE):
Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

- Yes. If yes, please provide updated SLOs in template format.
 No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

- Yes. Briefly explain below.
 No. Briefly explain below.

Texts for all proposed courses have been selected since elements of the course have been present in an existing course. They are available as electronic rentals. Faculty members in the School generally adopt books for a three-year period for the same course.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

**University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work 2014**

Course Number and Title: SOWK 4102: School Social Work

Credits, Days/Time, Location: 3 undergraduate credits

Days: Mondays

Time: 6:30-9:15

Room: 124

Faculty Information:

Catalog Description: School Social Work is designed to give students a foundation for preparation as a school social worker. For students who are currently employed as school social workers this course will enhance and broaden students' communication, engagement and assessment skills. **Pre-requisites:** Admission into the Upper Division BSW Program or permission provided by BSW Program Coordinator. **Co-requisites:** NA

Course Rationale: The course provides students with a general knowledge of school-based school work practice and skills. Students will be exposed to policies and cultural contextual information that enhance their understanding of the role of a school-based social worker.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of the course, students should be able to:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)

Course Policies:

Attendance Policy

Class attendance is crucial. You are expected to arrive on time and remain for the entirety of each class. You will be allowed up to two absences without penalty. Should you exceed two absences, your overall grade point total will then be reduced by three points for each subsequent absence.

Students who are tardy for class will be considered absent for roll-keeping purposes. If you arrive late and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain

permanent. Each tardy will result in a 1 point (per tardy) reduction in your overall grade point total.

Those who have no absences or tardiness for the semester will receive a bonus of 3 points added to their overall point's total.

Cell Phones

Please turn off cell phones before entering class.

Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies: The instructor will employ a combination of lectures, discussion, videos, and hands-on exercises to highlight the major concepts covered in this course and to enhance learning. Students should read the assigned chapters prior to attending class in order to best contribute to class discussions, demonstrate problem-solving in the hands-on exercises, and participate in a meaningful way.

Required Texts: You will be assigned reading periodically.

Evaluation Methods:

Exam #1	15 pts.
Research Project	20 pts.
Exam #2	15 pts.
Journal Assignment	25 pts.
Group project	20 pts.
Class participation	5 pts.
Total	100 pts.

Grade Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = <59

Topic/Unit Outline:

First Session: January 13

- Course introduction
- Review of assignments, syllabus and course requirements
- Journal entry 1 – Complete in class.
- What does a school social worker do?

Session Two: January 27

- Issues in American Schools
- Paper Topic Due**

Journal entry 2 – Describe your favorite and least favorite teacher from your past educational experiences.

Session Three: Feb. 3

Historical development, influence and practices.

Journal entry 3 – Based on your own experience, did a social worker, teacher, guidance counselor, custodian play a part in your education? If not, could they have?

Group Topic Due

Session Four: February 10

Social Organization of Schools

Ecological Perspective of Social Services in Schools

Journal entry 4 – What problems face today's school social workers? How may these problems differ from the past?

Session Five: February 17

Journal entry 5 – What type of student were you in school? What are your own expectations of students today?

Session Six: February 24

Exam

Journal entry 6 – How has poverty, violence and television influenced schools today? Did you experience any exposure to violence as a student? How did it affect you? Did you experience poverty as a student?

Session Seven: March 9

Children With Disabilities

Journal entry 7 – Describe your supportive framework as a student. What was your peer group like? Did you have family support? Community support? How were you viewed within your peer group? Outside of your peer group?

Present Group projects

Session Eight: March 16

Journal entry 8 – How has poverty, violence, television influenced schools today? Did you experience any exposure to violence as a student? How did it affect you? Did you experience poverty as a student?

Session Nine: March 24

Some Target Groups of Children

Journal entry 9 – Describe a child from your past experiences that may have experienced ridicule due to racism, gender, poverty, physical attributes, low or high intellectual abilities. Your feelings at the time and how they differ today? Did you experience any ridicule or discrimination?

Session Ten: March 31

Securing Equal Educational Opportunity: Language, Race and Sex

School Social Work Paper due.

Journal entry 10– Describe your worst school experience.

Session Eleven: April 7

The Design of School Social Work Services

Journal entry 11 – Describe race relations at your school as a student. Any visible signs of racism? Were you affected? How would you work with a racist student today?

Session Twelve: April 14

Class presentations

Journal entry 12 – Ann is a 13 year old female. She lives with her mother and younger sister in a lower middle class neighborhood. She sees her father rarely; he does not provide child support. She spends a rare Saturday with her dad and helplessly watches as he sells drugs from his car. He tells her not to tell anyone. She tells you as the school social worker. What would you do? What ethical issues may arise?

Session Thirteen: April 21

The Delivery of School Social Work Services

Journal entry 13 – Interview a school social worker. Do you like your job? What do you do? What do you dislike? Are you valued and supported?

Session Fourteen: April 28

Evaluation of Programs and Practices

Journal entry 14 - Kelly is a 12-year-old female struggling with her sexuality. She has confided in you that she may be gay. From everything she says, it may be true. What do you do? What ethical issues may arise? How would you respond?

Exam

Journals due.

Journal entry 15– What type of student would you enjoy working with and why? What type of student would you have the most difficulty working with and why?

Assignments:

Weekly Journal Assignment

A major role in becoming an effective school social worker is developing skills and abilities to make ethical social work decisions. This assignment will give you the opportunity to use your own skills and judgment in response to questions or case examples of school social work. Each class you will be expected to have answered the question(s) on paper and share your views with the class individually or as a group. Your final journal will include 15 entries based on your personal knowledge, professional skills and ethical values. Questions listed on course outline.

Due last day of class.

Research Project

Identify a current problem/policy or issue in the educational system. Research the topic and present your paper to the class as well as a 5-7 page written paper. Your presentation should be informative and interesting. Topic needs to be approved.

Group Program Research Project

Identify and research a program/organization/agency that could benefit a student or a student's family in an educational setting. Research and present a group presentation by PowerPoint to the class. The presentation should be a professional and informative. If you would like, you can have a guest speaker to help present the information. Your grade will be based on your presentation. The program needs to be approved.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

"The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code" (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:

<http://legal.uncc.edu/policies/ps-104.html>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload.

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, studying for quizzes and exams, and class preparation.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>.

Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps->

[66.html](#)). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html>. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

School of Social Work Policies:

In addition to University and College policies, all students in the School of Social Work are expected to comply with the School of Social Work Standards for Social Work Education (see the BSW Student Handbook), and the National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>).

Optional Bibliography/Reading List: Class will be given additional reading assignments that will be given to you a week prior to class. You are expected to read the articles and discuss in class.

**University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work**

Course Number and Title: SOWK 4103-XXX – Child Welfare

Credits, Days/Time, Location: 3 Undergraduate Credits; Thursday, 6:30-9:15pm, CHHS Room 124

Faculty Information: Melanie W. Lowrance, MSW, LCSW

Office: CHHS – SOWK Dept.

Office Hours: By appointment

Cell Phone: 704-957-3371

E-mail: mwlowran@uncc.edu / melanie.lowrance@yahoo.com

COURSE DESCRIPTION - Students will examine the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information will be provided from the context of the child- and family-centered model that guides child welfare services.

Prerequisites: Admission into the Upper Division BSW Program or permission provided by BSW Program Coordinator. **Co-requisites:** NA

Course Rationale: Trends in child and family poverty, child maltreatment, cultural competency, family support, and family preservation services and other services for families and children will be reviewed. The policies associated with those services will also be examined. The concepts of permanency planning, safety, and family and child well-being will be presented. Students will also have the opportunity to explore special topics on child welfare (e.g. educational effects of homelessness, juvenile delinquency and child welfare, etc.).

Class and reading material will include training material developed for the State of NC Pre-service Child Welfare Training. Students who complete this class with a grade of “B” or better may apply as waiver students to the N.C. Child Welfare Collaborative, and will be approved to work at a Department of Social Services in the Family and Child Services Unit without repeating the pre-service training upon employment.

Course Objectives: Objectives reflect the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS). The numbered statements are the required competencies numbered as in the EPAS.

As a result of successful completion of the course, students should be able to demonstrate the ability to:

1. Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)
2. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)

3. Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)
4. Engage diversity and difference in practice (EPAS 2.1.4)
5. Understand the purpose, mission, goals and outcomes of child welfare services in the United States and in the state of North Carolina
6. Acknowledge the history of United States child welfare services and policies, and the historical impact of those services and policies on the current child welfare system
7. Appreciate child-focused and family-centered practice conceptual frameworks that guide child welfare services
8. Have knowledge of current policies and procedures that govern the family services system
9. Respect the basic values of permanency, safety, and child well-being as frameworks for child welfare services
10. Understand the relationship between the juvenile court system and protective services and juvenile crime and delinquency.

Course Policies:

1. **Attendance:** Class attendance is crucial. Regular, class attendance and punctuality are necessary for your successful completion of this course. More importantly, they are evidence of *professionalism*. You are expected to arrive on time and remain for the entirety of each class. You are allowed one (1) absence without penalty. Should you exceed one absence, your overall point total will then be reduced by five (5) points for each additional absence.

Students who are tardy for class will be considered absent for roll-keeping purposes. If you arrive late and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. Tardies are equivalent to one-half an absence for record-keeping and points tallying purposes.

2. **Reading Assignments and Class Participation:** Students are to come to each class prepared to actively participate in discussions about reading and previous lecture materials. Adequate preparation will involve keeping up with assigned reading and exercises. How much you learn from this course is up to you—you are responsible for your learning! Please feel free to schedule an appointment with me to discuss concerns, provide feedback, or get additional help with course assignments.
3. **Written Work:** Your written work is expected to meet basic standards of writing proficiency. This includes proofreading and spell-checking all work, and stapling papers.

Other than worksheet assignments and in-class activities, written work is to be typed. Please staple your papers and please do not use plastic report covers on papers that you turn in for this course. All course papers must conform to standards in the Publication Manual of the American Psychological Association, Fifth Edition (APA Manual). Students are encouraged to use the University Writing Center to further develop their writing skills as needed.

4. **Policy Regarding Late Papers:** Papers are due **at the beginning of class** on the due date of the assignment. Papers not submitted at that time will automatically receive a 5% late penalty. Thereafter, the late penalty continues to accumulate at 5% per calendar day with 9:00 a.m. representing the cut-off time each day. Being absent on a due date will not preclude a penalty. Plan ahead!
5. **E-mail Policy Regarding Assignment Grades:** To protect and ensure confidentiality, I do not send any assignment grades to students via e-mail.
6. **Policy Regarding Make-Up Exams:** Test dates are identified in advance so that you may plan your schedule accordingly. In general, test dates will not be rescheduled, and make-up exams will not be given. Only in the event of verifiable exigent circumstances (e.g., serious illness or death of a family member) and upon student consultation with the professor prior to the scheduled date of the test will exceptions be considered.
7. **Maintaining an E-mail Account:** Students in this course are required to **maintain and check** their new 49er Express e-mail account (*username@uncc.edu*) on a regular basis to facilitate communication between the professor and students and to maximize student learning. Additional course materials will be distributed by e-mail to augment your class learning. **This address is now the students' OFFICIAL ADDRESS through which students will receive official University notifications, news and updates.**
8. **My Role and Teaching Philosophy:** My role as the instructor is to teach the course material and to guide you through your learning process. I also come to the classroom as a learner from your life and social work field experiences. I will come to class on time and prepared, including materials beyond the assigned readings. I will hold regular office hours and be available to you by appointment outside regular office hours. You can expect me to return your assignments in a timely manner. I generally answer e-mail messages and phone calls within a day of receiving them.

Please do not hesitate to contact me or schedule an appointment if you have any questions about this course or assignments. I am available by appointment outside of regular office hours. I will respond to student individual learning needs whenever possible.

9. **Academic Integrity/Student Conduct:** Students must meet UNC Charlotte academic regulations and degree requirements. For detailed information on these regulations and degree requirements, see the current UNC Charlotte Undergraduate Catalog:

http://www.uncc.edu/catalog/cata_choice.htm Undergraduate catalogs may be purchased at the campus bookstore as well.

Readings will be assigned from the main text and preservice training materials each week and augmented with readings on current child welfare practices, policies and research from the research literature (via peer-reviewed journal articles) and class handouts. Additional readings may be assigned that are relevant to course material and will enhance student learning on child welfare issues. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.

Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies: Example: Teaching methods may include a combination of lectures and audiovisual presentations by faculty. Student participation in discussions, demonstration of problem solving (e.g. using Excel, flow charts), critical thinking exercises, analysis of case studies, group/team collaboration, and peer-teaching or lab experiences. The teams will be formed at the beginning of the semester. All students are expected to contribute in a meaningful way to team efforts.

REQUIRED TEXT:

Materials will be emailed to all students

Evaluation Methods:

Class Participation/ Homework	5 points
Risk/Safety Assessment	10 points
Annotated Bibliography	25 points
Quizzes (4)	60 points
TOTAL	100 points

Grade Scale:

A = 90-100%
 B = 80-89%
 C = 70-79%
 D = 60-69%
 F = <59

Topical/Unit Outline:

Class 1 ♦ Course Expectations
 1-10-13 ♦ Child Welfare Topic – Annotated Bibliography Assignment

◆ Multiple Response System Presentation

- Class 2* ◆ *Purpose, mission, goals and outcomes of child welfare services in the*
1-17-13 *United States and North Carolina: Philosophical underpinnings, Goals and key*
outcomes of safety, permanence, and child well-being, systems of care and family-
centered models of practice
- ◆ Organization of state and county governance of NC Child Welfare Services
◆ Participant Pages – Day 1

ANNOTATED BIBLIOGRAPHY TOPIC DUE

- Class 3** ◆ Participant Pages – Day 2
1-24-13

ANNOTATED BIBLIOGRAPHY REFERENCE PAGE DUE

- Class 4** ◆ Participant Pages – Day 3
1-31-13 **QUIZ 1**
- Class 5** ◆ Participant Pages – Day 4
2-7-13
- Class 6** ◆ Participant Pages – Day 5
2-14-13
- Class 7** ◆ Participant Pages – Day 6
2-21-13 **SUMMARY #1 DUE**
- Class 8** ◆ Participant Pages – Day 7
2-28-13 **QUIZ 2**

March 7, 2013: No Class/ Spring Break

- Class 9** ◆ Participant Pages – Day 8
3-14-13
- Class 10** ◆ Participant Pages – Day 9
3-21-13
- Class 11** • Participant Pages – Day 10
3-28-13

ANNOTATED BIBLIOGRAPHY SUMMARIES DUE

Class 12 • Foster Home Licensing and Adoption
4-4-13 **QUIZ 3**

Class 13 • Participant Pages – Day 11
4-11-13

Class 14 • Drug Endangered Children
4-18-13

Class 15 • Domestic Violence Policy
4-25-13 **QUIZ 4**

May 9, 2013
8:00-10:30pm **FINAL EXAM CLASS MEETING**

Assignments:

- a. **Homework Assignments** – A variety of in- and out-of-class assignments drawing upon the North Carolina Child Welfare Training Manual, and the readings for that class session will be completed in this course. It is essential that you complete all readings and activities prior to class to obtain the maximum benefit from these activities. Any assigned homework will be collected **randomly**.
- b. **Risk Assessment, Safety Assessment:** We will complete a NC Family Risk Assessment of Abuse/Neglect and NC Safety Assessment based on a case scenario. Details TBA.
- c. **Annotated Bibliography** – You will review peer-reviewed journal articles on a topic of your choice and write a summary for each article. The directions for this assignment can be found at the end of the syllabus.

An annotated bibliography is a collection of summaries of peer-reviewed articles from professional journals on a certain topic. An annotated bibliography generally serves two main purposes: it is a resource for social workers on a selected topic, such as child maltreatment, and it also provides summative information to the reader to help the reader decide whether they wish to read the entire article.

This learning activity is an opportunity for you to select and explore a topic that you want to learn more about related to child welfare (examples are below). This activity includes three components: 1) submission of a child welfare topic, 2) selection and submission of a list of **Ten**

(10) peer-reviewed journal citations, 3) submission of one summary for each article in hard copy format.

The steps for the annotated bibliography assignment are below:

Identify your topic of choice (e.g. child maltreatment and the effects of domestic violence on children, the effects of transracial adoption on children; child neglect and substance abuse of parents). This topic is due on **January 17, 2013**

1. Review the following electronic databases to find relevant peer-reviewed articles on your topic:
 - a) Social Work Abstracts,
 - b) Social Service Abstracts
 - c) PsychInfo
2. Please select **ten (10) articles** that you would like to read and summarize for this activity from your literature searches. These databases can be reached through the UNC Charlotte library's homepage (<http://www.library.uncc.edu/>) or through our class webpage developed by Frada Mozenter (<http://library.uncc.edu/display/?dept=reference&format=open&page=2123>)
3. Please type the full APA citation for your articles in APA format. Full reference page is due January 24, 2013
4. APA Citation Example:
 Boyd, A. S., Rauktis, M. B., & Kurnot-Moore, J. (2004). Applied research in therapeutic wilderness camp settings: The research, administrative and clinical perspectives. *The Journal of Therapeutic Wilderness Camping*, 4(1), 8-17.
5. I will review your list of articles and return them to you
6. Complete and submit one annotation February 21, 2013.
7. Please submit a hard copy of your revised summaries on March 28, 2013.

Grading:

Topic Submission	1 point
Article List - APA Style	1 point
Summaries (10)	20 points
<u>APA Format</u>	<u>3 points</u>
TOTAL	25 POINTS

- d. **Quizzes** –Quizzes covering pre-service and text content will be given 4 times throughout the semester

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:
<http://legal.uncc.edu/policies/up-406>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/up-407>

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This three-credit course requires 3 hours of classroom or direct faculty instruction and approximately 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and preparing for class activities.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, (phone: 687-4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/up-409> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

School of Social Work Policies:

In addition to University and College policies, all students in the School of Social Work are expected to comply with the School of Social Work Standards for Social Work Education (see the BSW Student Handbook), and the National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>).

Optional Bibliography/Reading List: TBD

Social Work (SOWK) 2015-2016 Undergraduate Catalog

SOWK 1101. The Field of Social Work. (3) Introduction to the social work profession, including its history, values, and areas of professional practice.

SOWK 2182. Human Behavior in the Social Environment I. (3) Prerequisites: BIOL 1110, BIOL 1101L, SOCY 1101, and PSYC 1101. Pre- or corequisite SOWK 1101. Human development within the biological, psychological, and social structure as it occurs throughout the lifespan.

SOWK 2183. Human Behavior in the Social Environment II. (3) Prerequisite: SOWK 2182. The foundational framework for understanding human interaction between individuals, families, communities, and larger social systems.

SOWK 3090. Topics in Social Work. (3) Specialized topics in social work. May be repeated for credit as topics vary.

SOWK 3120. Diversity and Populations-at-Risk. (3) Prerequisite: Upper Division standing. Analysis of issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice.

SOWK 3133. Community Engagement and Outreach. (3) Prerequisite: Upper Division standing. Corequisites: SOWK 3120 and SOWK 3199. Students engage in experiential learning in order to effectively prepare for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access.

SOWK 3181. Practice Methods I. (3) Prerequisite: Upper Division standing. Corequisite: SOWK 3900. Development of competencies within generalist social work practice methods with an emphasis on working with individuals.

SOWK 3182. Practice Methods II. (3) Prerequisites: Upper Division standing and SOWK 3181. Corequisite: SOWK 3482. Development of competencies within generalist social work practice methods with an emphasis on working with families and groups.

SOWK 3184. Practice Methods III. (3) Prerequisite: Upper Division standing, SOWK 3181. Corequisite: SOWK 3484. Development of competencies within generalist social work practice methods with an emphasis on working with communities and large systems.

SOWK 3199. Professional Behaviors, Ethics, and Communication. (3) Prerequisite: Upper Division standing. Corequisites: SOWK 3120 and SOWK 3133. Issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations.

SOWK 3201. Foundations of Social Welfare. (3) (W) Prerequisite: Upper Division standing. History of and current trends in social welfare, and values and conflicts that influence social welfare programming.

SOWK 3202. Social Welfare Policy. (3) Prerequisites: Upper Division standing and SOWK 3201. Critical analysis of social welfare policy, including policy development and reform processes and outcomes.

SOWK 3482. Field Practicum I. (5) (O) Prerequisites: Upper Division standing and SOWK 3181. Corequisite: SOWK 3182. Students complete an approved supervised field experience 16 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience.

SOWK 3484. Field Practicum II. (6) (O) Prerequisites: Upper Division standing, SOWK 3182, and SOWK 3482. Corequisite: SOWK 3184. Students complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences.

SOWK 3895. Directed Individual Study. (1-4) Prerequisite: Permission of department. Supervised investigation of a special problem or area of practice. May be repeated for credit.

SOWK 3900. Social Work Research I. (3) Prerequisite: Upper Division standing. Introduction to research methods and skills used in social work.

SOWK 3988. Social Work Research II. (3) Prerequisites: Upper Division standing and SOWK 3900. Corequisites: SOWK 3182 and SOWK 3482. Quantitative and qualitative research and the understanding of scientific and ethical approaches to building knowledge.

SOWK 4100. Ethnicity and Aging. (3) Prerequisite: permission of instructor. Examines the changing characteristics, goals, and needs of older African Americans, Asian Americans, Native Americans, and Hispanics. Provides a diversity of perspectives from which to view the relationship of ethnicity to aging including the impact of the family, work, education, economy, illness, behavior, and healthcare.

SOWK 4101. Social Work Practice with Older Adults. (3) Prerequisite: Permission of department. Social work practice with older adults with an emphasis on assessment, intervention planning, and implementation.

SOWK 4102. School Social Work. (3) School Social Work is designed to give students a foundation for preparation as a school social worker. For students who are currently employed as school social workers this course will enhance and broaden students' communication, engagement and assessment skills. Pre-requisites: Admission into the Upper Division BSW Program or permission provided by BSW Program Coordinator. Co-requisites: NA

SOWK 4103 Child Welfare. Students will examine the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information will be provided from the context of the child- and family-centered model that guides child welfare services. Prerequisites: Admission into the Upper Division BSW Program or permission provided by BSW Program Coordinator. Co-requisites: NA

****Note there are no changes to the current curriculum there is only the addition of the two following courses.**



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Vanessa Drew-Branch

From: Mendy Ozan

Date: September 25, 2015

Subject: Request for permanent courses number for BSW Social Work Electives

Summary of Librarian's Evaluation of Holdings:

Evaluator: Mendy Ozan Date: 9/29/15

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

Library holdings are adequate for the proposed course changes. The library has access to a number of relevant electronic resources including CINAHL, Health Source: Nursing/Academic Edition, ERIC (via EBSCO), Social Work Abstracts, Social Services Abstracts, Sage Journals Online, PsycINFO, ScienceDirect, Web of Science, and Academic Search Complete. In addition to these electronic resources, the library holds over 1,500,000 print volumes and has access to approximately 55,000 electronic books and 47,000 print and electronic serials. Overall, Atkins Library has adequate resources to support the proposed course changes. Journal articles and books that are not held by the library can be obtained through interlibrary loan.

Mendy Ozan
Evaluator's Signature

9/29/15
Date