NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

COURSE: Research Methods I
3 credits, Fall semester, 2017
Tuesday, 6:30-9:30pm in NGE Building Room 218

INSTRUCTOR: Sharon T Alston, PhD

CONTACT INFORMATION: The Ethelyn R. Strong School of Social Work
Brown Hall, 335.07
Email: stalston@nsu.edu
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OFFICE HOURS: Tuesday, 4:00 PM – 6:00 PM
Wednesday, 2:00PM – 6:00 PM
And by appointment

ONLINE AVAILABILITY: Thursday, 1:00PM – 3:00 PM

Department Office: G.W.C Brown Memorial Hall Replacement Building Room 335.07
Department Phone: 757/823-8122

I.   COURSE DESCRIPTION

The course is designed to impart knowledge and skills of scientific social investigation. Scientific methods of knowledge building for social work practice as well as practice evaluation and research outcome utilization are emphasized. This course covers scientific inquiry and theory, the ethics and politics of social work research, problems and hypotheses, operationalization and measurement, research designs, sampling, data collection and analysis, reporting results, and utilization of research outcomes.

II.   PREREQUISITE

Successful completion of an elementary statistics course is required. Computer literacy and Internet access are expected. SWK 697 is the prerequisite for all advanced research courses.

III.   COURSE RATIONALE

This course is designed to help students develop basic skills to conduct scientific research and effectively utilize research outcomes. This course also provides an opportunity for students to explore the implications of scientific social investigation for diverse populations.

IV.   COURSE GOAL

This course is designed to help students develop basic skills to conduct scientific research and effectively utilize research outcomes. This course also provides an opportunity for students to explore the implications of scientific social investigation for diverse populations.
This course supports 2015 CSWE Core Competency 1: Demonstrate Ethical and Professional Behavior & Competency 4: Engage In Practice-informed Research and Research-informed Practice

V.   LEARNING OBJECTIVES

Knowledge Objective
To teach students the principles and methods of basic research within the context of the purposes, values, and ethics of professional social work practice.
Outcomes: Upon completion of this course, students are expected to be able to:
1.   Demonstrate an understanding of the concepts and principles of scientific research.
2.   Formulate and justify problems and hypotheses for study that address current practice issues, knowledge gaps in the field, and are otherwise relevant to professional practice.
3.   Demonstrate an understanding of conceptualization, operationalization, and measurement, research design, sampling and standard methods of observation and data collection.
4.   Demonstrate a preliminary understanding of quantitative and qualitative methods of data analysis, interpretation, and publication/reporting of results.

Values Objectives

To educate students in the ethical conduct of scientific research that is compatible with social work purposes, values, and ethics, especially in relation to ethnic minorities, women and other groups that are subjected to oppression.
Outcomes: Upon completion of this course, students are expected to be able:
1.   Formulate research problems that are conceptually correct and relevant to diverse populations.
2.   Identify ways in which research can be used to foster social work purposes.
3.   Develop appropriate research designs to study problems that are relevant to diverse populations.
4.   Help conduct research relative to human rights, multiple effects of research, and professional relationships.
5.   Identify how biases may distort or influence the focus and conduct of research and the interpretation and application of research findings.

<u>Skill Objectives</u>

To teach students the skills of scientific social investigation.

Outcomes: Upon completion of this course, students are expected to be able:

1. Identify, access, and make appropriate use of practice-relevant literature to enhance their practice.
2. Develop feasible research plans which demonstrate mastery of the elements of the research process including, problem formulation, conceptualization, operationalization and measurement, research design, sampling, methods of observation, and data collection.
3. Develop analytical schemes to produce reliable and valid findings.
4. Evaluate empirical research reports.
5. Interpret and apply research findings to enhance practice and/or problem-solving.

By successfully completing this course, students will be able to demonstrate having met CSWE:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
Social workers: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

Students will demonstrate an understanding how social workers apply ethical principles when developing research projects through meeting benchmark of 80 or more on their Methods Sections on their Signature Assignment.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

Students will demonstrate an understanding how social workers can use research elements to evaluate practice through meeting benchmark of 80 or more on their Introduction and Discussion Sections in their Signature Assignment.

VI   REQUIRED TEXT

Rubin, A., & Babbie, E. R. (2017). *Research Methods for Social Work: 9th edition*. Boston, MA:

Cengage Learning.

VII   METHOD OF INSTRUCTION

1. The basic methods of instruction are assigned readings, audio-visual presentations, collaborative learning, online group discussions and journal entries, and papers.
2. Assignments reinforce the overall perspective that research is an essential component of social work where the clinical social worker is self-critical and carries a professional level of accountability.
3. This course will use the University Blackboard Learning Management System (LMS) and may be supplemented by other online resources.

Grading Standards

Attendance: Students are required to attend all classes. Anyone missing three classes, regardless of whether they are excused, is in danger of failing the course and must meet face-to-face with the professor.
Advisory Assessments: There is no optional date for the Signature Assignment as that is a university requirement.
Questions: When you have questions from your readings or have trouble understanding the lecture, please ask your questions in class or submit them by email. That way, the answer will be made available to all students.

VIII RELATED UNIVERSITY-WIDE AND COURSE REQUIREMENT

Students are expected to perform all competencies at the graduate level. It is expected that basic competencies were mastered in the undergraduate program and the student will apply and expand upon them in this course.

PRIMARY METHODS OF INSTRUCTION Course instruction methods will include lecture, and

classroom discussion

COMPUTER LITERACY REQUIREMENTS

To successfully complete this course you **must** possess:

- **A basic knowledge of computers**. For example, understanding files and folders to upload or download course content is absolutely essential. Basic computer literacy classes are available on campus as elective courses. Students deficient in the necessary computer skills should consider taking such classes.

- An understanding of the Web and its resources, such as the library and online research tools accessed through a Web browser.

- Familiarity with Microsoft Office applications, such as Word and PowerPoint; this is absolutely essential for your academic success.

- Familiarity with NSU's e-mail system to guarantee effective communications with both instructors and classmates. All NSU students have been assigned an e-mail account and are expected to access it regularly via the Web.

- Knowledge of Blackboard Learning Management System (LMS), which is mandatory for this course.

For those of you not familiar with the Blackboard LMS, an online orientation can be accessed by self-registering in Blackboard. The course name is "***Blackboard Student Training.***" Additional assistance with Blackboard can be obtained through the Blackboard Central Help Desk at bbtechsupport@nsu.edu or by phone at 757-823-2328 M - F 8AM - 6PM at Lyman Beecher Brooks Library (LBBL), # 3007.

Addressing your computer skills will greatly enhance your learning experience, reducing wasted time and frustration for yourself and your instructors. Please feel free to contact the Office of Information Technology (OIT) Client Services or the Office of Distance Education for advisement on how to receive assistance with your computer literacy instructional needs.

REQUIRED SOFTWARE

Minimum requirements to take this course are a Windows 7, Word 2007, Outlook 2007. You will also need to sign in to the course at NSU to have access to blackboard.

BLACKBOARD INSTRUCTIONS

All navigational buttons provide you with information on how to work the system and allow you to proceed with the rest of the course. It is important that you familiarize yourself with all the navigational buttons and controls of the Blackboard system.

COMMUNICATION

Blackboard Announcement Area

The Blackboard announcements area is specifically designed for communicating with students in this course. Whenever there are special instructions to all students, (e.g. class cancellation, a change in schedule or assignments) a message will be sent via the announcement page. Please note that the announcements area is a messaging system that relates only to the members of this class.

You can access your announcements by selecting the "announcements" button, located on the main page menu. You are required to check the announcements page frequently for any new information. Any message that you need to send to me is best sent via Blackboard email.

EMAIL POLICY

NSU email is the **only** email system to be used for this course; private email addresses cannot be used. Always title your messages; be sure the subject line reflects the topic of discussion. Email messages should always be courteous and follow etiquette protocols. Be respectful to those who are receiving your email; <u>never</u> send SPAM to other classmates. Remember that these documents are never deleted from the system and nothing is ever private. Always check your spelling before sending a message.

IX COURSE CONTENT

Week 1, August, 22nd   Chapter 1, An Introduction to Scientific Inquiry in Social Work

        Lecture: Review of Course Syllabus, Description, and Objectives

                      Common Type of Understanding

                      Choice of a scientific approach in social work

        Assignment: Read chapters 1 & 2 (pp 2 – 41)

                      Study Review Questions and Exercises, question #1 on p.22.

Week 2, August 29th   Chapter 2, Evidenced-Based Practice

        Lecture: Research Questions in Social Work

                      Literature Reviews

                      Research Strategies

        Assignment: Read chapter 5 in text (pp 82 – 111)

Week 3, September 5th   Chapter 5. The Ethics and Politics of Social Work Research

        Lecture: Values and Ethical Issues

                      Research Roles in Generalist Practice

                      Research and Human Diversity

        Assignment: Submit question #2 in Study/Exercise (p 110) as Individual Journal entry #1

                      Read chapter 3, (pp 43 – 65)

Week 4, September 12th   Chapter 3,   Factors Influencing the Research Process

        Lecture: Problems Formulation

                      Units of Analysis

                      Naming the Variables and Values

                      The Relationship of Variables

                      Operationalizing the Variables

Levels of Measurement

Assignment: Read the journal article that is posted in Course Content. Post <u>Discussion Board entry #1</u> that identifies the unit of analysis, and independent & dependent variables.

Read chapter 4 (pp 66 – 79)

<u>Week 5, September 19th</u>   Chapter 4,   Quantitative, Qualitative, and Mixed Methods

Lecture: Comparison of Types of Methods

A*ssignment:* Submit <u>Discussion Board entry #2</u> that addresses the benefits of conducting either quantitative, qualitative, or mixed methods research for your research project.

Read chapter 6, (pp 112 – 137).

<u>Week 6, September 26th</u>   Chapter 6,   Culturally Competent Research

Lecture: Reasons for diversity and difference

Assignment: In class exercise and discussion about the types of design that address problems related to your research project. Draw the design.

Read Chapter 7 (pp 140 – 161).

<u>Week 7, October 3rd</u>   <u>MIDTERM DUE AT 6:30 PM</u>

Chapter 7,   Problem Formulation and Measurement

Lecture: Developing research questions and designs

Assignment: Read Chapter 8 (pp 162 – 190)

<u>Week 8, October 10th</u>   <u>FALL BREAK</u>

<u>Week 9, October 17th</u>   Chapter 8,   Conceptualization in Quantitative and Qualitative Inquiry

Lecture: Conceptual and Operational definitions

Levels of measurement

Assignment: Read Chapter 9 (pp 191 – 217)

Submit Discussion Board entry #3 to identify two operational definitions of your dependent variable

Week 10, October 24th   Chapter 9   Measurement

Lecture: Reliability and validity

Assignments: Be able to discuss in class how you would evaluate whether your research method is reliable, or valid, neither, or both.

Read Chapter 11 (pp 243 – 271)

Week 11, October 31sr   Chapter 11, Causal Inference and Experimental Design

Lecture: Pre-experimental pilot studies

Experimental designs

Assignment: Submit Discussion Board entry #4 to identify two types of experimental designs and explain what they measure and how they measure it.

Read Chapter 12 (pp 272 – 291)

Week 12, November 7th   Chapter 12, Quasi-experimental Designs

Lecture: Time-series design vs Cross-sectional design

Case control studies

Assignment: Submit Discussion Board entry #5 to demonstrate a measurement of a behavior to measure a concept in your research project that you operationalize. Locate a standardized scale that measures the concept. Read Chapter 13, (pp 292 – 319).

Week 13, November 14th   Chapter 13, Single-case Evaluation Designs

Lecture: Overview

Single-case designs in social work

Measurement issues

Assignment: Submit <u>in class exercise and discussion</u> that answers question 2 under the heading "Review questions and exercises", p. 319

Read chapter 15, (pp 349 – 377)

<u>Week 14, November 21st</u>   <u>Chapter 15, Sampling</u>

Lecture: Probability and non-probability sampling

Assignment: Submit <u>in class exercise to discuss and</u> explain which sampling technique is the best choice for your research project

Read Chapter 17 (pp 403 – 431)

<u>Week 15, November 28th</u>   <u>Ch 17, Analyzing Existing Data: Quantitative and qualitative methods</u>

Lecture: Secondary analysis

Content analysis

<u>Week 16, October 5th _   SIGNATURE ASSIGNMENT DUE   </u>

ASSIGNMENTS

Quizzes (3 @ 10 pts. each)   (30% of grade)

You will have three quizzes each worth 10 points and will cover the content discussed in class, in your text book and assigned readings

Discussion Board (5 @ 4 points each)   (20% of grade)
Submit entries that will reflect your in-depth understanding of the readings assigned for the next week. These entries will be available for the entire class to see. The comments must indicate an **in-depth** reading and understanding of the previous comments and the readings. They are due by 6:30 PM on the day of class. You can access "Discussion Board" through Course Tools.

Midterm   (25% of grade)
The Midterm will consist of a paper that consists of the beginning of the research (Signature Assignment) proposal. It will contain the Introduction, Literature Review, and the Theoretical sections. Please see information in table below explaining the Signature Assignment. It is due to be uploaded onto BB at 6:30 PM.

 Signature Assignment   (25% of grade)
        The Signature Assignment is the Final. It is a research proposal. The Signature Assignment must be typed and follow APA format for references. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. The instructions are below in the Research Proposal column.

FORMAT FOR ONLINE ASSIGNMENTS

Online assignments (Discussion Board and Journal entries) will be graded according to the rubric below. A good way of entering a discussion board or journal entry is to briefly introduce yourself. It is important to keep your questions and comments *relevant* to the topic of the discussion; when posting to a discussion board, you should read prior messages to get a sense of the flow and language of the discussion before posting your own message. If another person posts a comment or question that is off the subject, do not reply to the discussion board; if you want to reply, do so via a private e-mail directly to that person. When working in groups do not hijack the discussion. Keep paragraphs and messages short and to the point. Be sure your comments reflect that you have read the assignments!

GRADING CRITERIA

Weight of Assignments The instructor reserves the right to revise the grading criteria as appropriate and will make reasonable attempts to notify students.

3 quizzes (3 @ 10 points each)	30%
Group Discussion Board Entries (5 @ 4 points each)	20%
Midterm **(No Make Up)**	25%
Signature Assignment (40 points)	25%
TOTAL	100%

GRADING

100 – 96 = A	95 – 90 = A-	89 – 85 = B+	84 – 80 = B
79 – 75 = B- (failure)	74 – 70 = C+	69 – 65 = C	64 – 60 = C- $\leq$ 59 = F

GRADING STANDARDS

Attendance: Students are required to complete all assignments. Anyone missing entries for three weeks is in danger of failing the course and must meet face-to-face with the professor.

Written Assignments:

- All assignments must be submitted by 6:30 PM on the due date.
- There is one "back-up" date in case of **(documented) emergency** (death in immediate family, medical emergency) for the Midterm Exam. Major assignments that are late will be accepted if turned in within 7 days. ABSOLUTELY NO major assignments regardless of the reason will be accepted after this date. Assignments submitted on the back-up date are to be emailed to me at mwlewis@nsu.edu by 5 PM. If your assignment is submitted after 5:10 PM on the back-up date, 20 points will be deducted from your final grade.
- There is no optional date for the final assignment, as that is a university requirement. **The Signature Assignment must be submitted on time to be graded in time for graduation.**

UNIVERSITY-WIDE AND COURSE-SPECIFIC REQUIREMENTS

The competencies of Norfolk State University will be required: Students will be expected to demonstrate standard writing skills through the final paper. Students must use the Internet for at least 3-5 website references in the final paper, fulfilling the information technology literary competency. Students must show an ability to orally communicate as demonstrated in the oral assignment of the conceptualization of their final paper. The critical thinking component is in their abilities to analyze how special populations are impacted through systems and policy-based processes.

Students should be mindful of the Class Attendance Policy, which is on page 41 of the 2009-2010 NSU university catalog, briefly stated here: *The University expects students to attend all classes and required meetings involving course work. While unnecessary absences are discouraged, the University recognizes that on occasion, students may have legitimate reasons for being absent from class. Thus, a student will be permitted one "unexcused" absence per semester hour credit (3 for a 3-credit course) or the number of times a given class meets per week. Once a student exceeds the number of allowed unexcused absences, an instructor may require an official University excuse. Not more than 20% of class meetings (excused and/or unexcused) may be missed by a student during a given semester. At the discretion of the instructor, a student whose absences exceed 20% of scheduled class meetings for the semester may receive a grade of "F" for the course.*

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have one, please contact O.A.S.I.S., the Office of Accessibility Services, upon registration at Norfolk State University to confidentially discuss any accommodation needs.
Norfolk State University ensures equal access to instruction through collaboration between students with disabilities, instructors, and O.A.S.I.S. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult nsu.edu. Should you have a disability, including unseen disabilities such as learning disabilities, psychological health injuries (such as PTSD), or cognitive disabilities (such as brain injuries), that requires reasonable accommodations, please contact: **Audrey M. Wells, Coordinator, O.A.S.I.S., Office of Accessibility Services and International Student Services. Norfolk State University, 700 Park Ave. Norfolk, VA. 23504. Student Services Center, Suite 110. Phone: 757-823-8325; Fax: 757-823-2640; Email: amwells@nsu.edu**

ACADEMIC INTEGRITY STANDARDS

"Academic or academically related misconduct" includes, but is not limited to, unauthorized collaboration or use of external information during examinations, plagiarizing or representing another's ideas as one's own, furnishing false academic information to the University, falsely obtaining, distributing, using, or receiving test materials, obtaining or gaining unauthorized access to examinations or academic research materials, soliciting or offering unauthorized academic information or materials, improperly altering or inducing another to alter improperly any academic record, or engaging in any conduct which is intended to reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

ACADEMIC SUPPORT SERVICES

NSU provides a number of academic support services in the form of The First Year Experience/ACCESS, school advising and tutoring services. The instructor is able to refer students to these help departments when necessary.

UNIVERSITY ASSESSMENT STATEMENT

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in the grades.

*****Instruction during Inclement Weather and/or University Closing*****

To ensure that all classes meet the required number of instructional contact hours, the method of

offering continuous instruction in the event of class cancellation or University closure due to inclement

weather is to provide course content, assignments and activities *via* Blackboard as the course

management system and the virtual classroom.

Competency	Practice Behaviors	Research Proposal
Competency 4 Engage in research-informed practice and practice-informed research	Use practice experience to inform scientific inquiry. Use research evidence to inform practice	Write a 15 page paper outlining a research proposal that shows how you would create a research study to address a problem of significance to the social work profession. Include the following components: ○ Introduction (2 pages). Write a statement explaining why your topic is about a serious problem. Include a "So What" statement showing how studying this topic will be a significant contribution ○ Literature review: (2 pages). Develop three components showing the logic of the study: "what we know", "what we don't know" and "what you will find out". Be sure to explain how these three components hang together logically ○ Theoretical component: (1 page) Explain your theory explaining this problem and your research question that has grown from the literature. ○ Hypotheses (1 page) State your hypotheses (if quantitative) or research questions (if qualitative) ○ Methods (3 pages) State how you are going to test your hypotheses or explore your research questions. Explain in your methods section how you would set up a research study, collect the data, and analyze them. In the discussion section explain how you would interpret your findings and what implications your findings have for the field of social work. ○ Show how you would statistically analyze the findings of your research study. ○ Sample (2 pages) Explain your research design, how you will recruit a sample, how you will collect data, and analyze them ○ Results (2 pages) Report what findings you think you will find and include two tables of your expected "findings" ○ Discussion (1 page) Explain how your research study's design addressed the original social problem you discussed in the introduction, how your methods grew from the lit review, how your design addressed

		your hypotheses, and how your findings contributed to the field of social work. Reference page: (1 page) Include APA-style references that list the articles in your literature review.
Competency 1: Engage in ethical conduct and decision-making	Make ethical decisions by applying standards of the National Association of Social Workers' (NASW) Code of Ethics	In your methods section describe how you would set up a research study showing how you would recruit, treat, and evaluate research participants in an ethical way. In your description of how you would carry out your research describe how NASW's Code of Ethics applies to your use of your findings in social work practice.

Rubric for Scientific Reports

	Beginning 1	**Developing** 2	**Accomplished** 3	**Exemplary** 4	**Score**
Introduction	Does not give any information about what to expect in the report.	Gives very little information.	Gives too much information--more like a summary.	Presents a concise lead-in to the report.	
Research	Some ideas were incorrect and inappropriate	Material did not connect to the content	Some ideas were interesting but not relevant to the topic includes a few other interesting facts.	Material was clearly discussed & connected.	
Purpose/ Problem	Does not state the problem or topic	States a problem but not related to social work research.	States a problem and somewhat related to research but no evidence to support the statement	States a problem directly related to social work research and provides empirical evidence of the problem.	
Procedure	Steps are not coherent or logical, most steps are missing or are confusing.	Some of the steps are understandable; most are confusing and lack detail.	Most of the steps are understandable; some lack detail or are confusing.	Presents easy-to-follow steps that are logical and adequately detailed.	
Measurements	No measurement no conceptualization or operational definitions.	Has measurement but no discussion on conceptualization or operational definitions but not no discussion of reliability of validity	Has measurement has conceptualization or operational definitions has discussion of reliability of validity.	Has measurement has conceptualization or operational definitions has discussion of reliability of validity and includes strengths and limitations	
Conclusion	Presents an illogical explanation for findings and does not address any of the questions suggested in the template.	Presents an illogical explanation for findings and addresses few questions.	Presents a logical explanation for findings and addresses some of the questions.	Presents a logical explanation for findings and addresses most of the questions.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than two errors.	Only one or two errors.	Most grammar and spelling are correct.	
Attractiveness	Illegible writing, loose pages.	Legible writing, some ill-formed letters, print is too small or too large, papers stapled together.	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided.	Printed, clean and neatly bound in a report cover, illustrations provided.	
Timeliness	Report handed in more than one week late.	Up to one week late.	Up to two days late.	Report handed in on time.	
With a Smile	Frowning	Squinting	smirking	Cheesing	
				Total	**10-40**

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

SWK 626-01 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT – (3 Credit Hours)

Semester/year:	**Fall, 2017**
Class/ Meeting:	**Wednesday, 6:30 p.m. - 9:30 p.m.**
Location:	**NGE Bldg. room 204**
Professor:	**Dr. Sharon T Alston**
Tele:	**757-823-2838**
Email:	**stalston@nsu.edu**
Office Hours:	**Tuesday 4:00pm-6:00p.m and Wednesday 2:00p.m – 6:00p.m**
Virtual Hours:	**Thursday 1:00pm-3:00p.m Other times by appointment**

Department Office: G.W.C Brown Memorial Hall Replacement Building Room 335.07
Department Phone: 757/823-8122

Course Description

Foundation of Human Behavior (Human Behavior and the Social Environment) is an introductory social work course that involves the study and exploration of human behavior and the social environment. Emphasis is placed on helping students to understand the role social justice has on the well-being of our social systems, at the micro, mezzo, and macro level – i.e. individuals, families, groups, communities and the larger environmental social institutions. Particular attention is given to the importance of understanding how the strength of all social systems impact life span development in regards to theories that address social maturation.

Human behavior is regarded as varied and complex, arising from the interplay of a number of factors (biological, psychological, spiritual, social, and cultural) which can enhance or impede the social functioning of persons and social institutions. A combination of social systems and life cycle framework will be utilized to provide the foundation necessary for organizing and understanding human behavior in the social environment. Human diversity, discrimination and oppression, and the protective and risk factors will be the prevailing themes in the context of individuals, families, groups, organizations and communities in their ability to reach or maintain optimal health and well-being.

Prerequisites

Student must be enrolled in graduate social work studies or granted permission from instructor.

Course Rationale

This course meets the standards of accreditation published by the Council of Social Work Education. The course addresses *"CSWE EPAS 2015 Core Competencies with emphasis on M2.0 – Generalist Practice.* . "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being." (2015 Educational Policy and Accreditation Standards, p.6)

Course Objectives

The goals for this course are:

Knowledge

1. Knowledge of theories, emerging from both traditional and alternative paradigms, about the development and behavior of families, groups, organizations, communities, and larger social environmental institutions.
2. Understand human development across the life span and the biological, social, and cultural factors that promote or restrict human development and social interactions at all systematic levels.

3. Understand bio-psycho-socio-cultural influences on human behavior in the context of family, group, organizational, community and the larger social environment.

4. Understand family, group, organizational, and community behaviors as multi-causal and mutually influenced by interactions among the various social systems.

5. Understand and recognize that family is a control context for individual behavior and development

Values

1. Strive to make social institutions more humane and responsive to human needs.

2. Aware of personal values required for addressing value and ethical conflicts necessary for the professional use of self to embrace the strengths of diverse groups in our society

Skill

1. Ability to begin applying theories to case summaries that require students to demonstrate how micro, mezzo, and macro systems, as well as the unique characteristics of diverse groups, influence the client systems of which they will serve.

Learning Outcomes

By the end of the course, students will:

1. Recognize personal values and the distinctions between personal and professional values.
2. Have basic knowledge of theories by E. Erickson, J. Piaget, J. Fowler, A. Maslow, C. Gilligan, L. Kohlberg, and D. Lum as demonstrated in their self-paper and exam.
3. Have a working knowledge of human development across the life span and the developmental task for each stage and understanding of its implementation for social work practices as evidenced in the self-paper and group presentations.
4. Have an understanding of the family milieu, the effect of macro systems on families, diverse perspectives on the family life cycle, protective factors and risk factors on family life cycle, and the dynamics of family systems as measured through the self-paper.

Required Text

Hutchison, Elizabeth D. (2015). Dimensions of Human Behavior: The Changing Life Course (5th edition). Thousand Oaks, CA. Sage.

References

Berger, K. S. (2001). *The developing person through the life span (5th Ed.)*. New York: Worth Publishers

Cook, Ellen P. (2012). *Understanding people in context: The ecological perspective in counseling (Ed.)*
Alexandria, VA., American Counseling Association

Dale, O. & Smith R. (2013). *Human behavior and the social environment. Social Systems Theory (7th Ed.)*.
Boston: Pearson, Inc.

Germain and Bitterman: *An ecological perspective (19th Edition)*. Encyclopedia of Social Work, NASW,
Washington, D.C.

Hill, R. (1972). *Strengths of Black Families*. New York: Emerson Hall Publishers.

Longres, John F. (2004). *Human Behavior in the Social Environment (3rd Ed.)*. CA: Thompson
Learning/Brooks Cole.

*Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). *Contemporary human behavior theory: A
Critical perspective for social work (3rd. Ed.)* :Pearson

Saleebey, D. (2013). *The Strengths Perspective in Social Work Practice (6th Ed.)*. Boston: Pearson, Inc.

Sheehy, G. (1996). *Passages: Mapping your life across time*. New York: Ballentine Books.

<u>Instructional Methods</u>

Different educational approaches will be employed to achieve course objectives and the participation of students, e.g., student presentations, classroom lectures, class discussions, and outside reading and research. Films may also be used in meeting the course objectives.

COURSE CALENDAR FALL 2017

August 23   **Introduction: review course outline and expectations**

- Review Core Competencies and Practice Behaviors
- Discuss Foundation Knowledge and the Important of Assessment in Social Work.
- Focus on Social Systems, Ecological Systems, and culture
- Discuss CSWE and NASW
- Assign to groups

August 30   **Chapter 1 – A life Course Perspective – Discuss case study 1.3.**

Key Concepts

- Conceptual Frameworks
- Major Themes of the life course perspective and interplay of human life and historical time
- Human agency in making choices
- Diversity in the life course
- Developmental Risk and Protective Factors
- Strengths and limitations of the Life Course Perspective
- Integration with a multidimensional, multi-theoretical Approach
- Genogram – Eco Map

September 4   **LABOR DAY**

September 6   **Chapter 2 – Conception, Pregnancy, and Childbirth – Discuss case study 2.3**

Key Concepts

- Family Diversity
- Reproductive Genetics
- Control over Conception and Pregnancy
- Fetal Development
- Pregnancy and the life course
- At-Risk Newborns
- Special Parent Populations
- Risk & Protective Factors in Conception, Pregnancy, and Childbirth

September 13   **Chapter 3 – Infancy and Toddlerhood – Discuss Case 3.1 and 3.3   Grp. 1 presentation**

Key Concepts

  Physical Development

- Cognitive Development
- Socioemotional Development
- Developmental Disruptions
- Childcare
- Infants and Toddlers in the Multigenerational family
- Risk and Protective Factors
-

September 20   **Chapter 4 – Early Childhood – Discuss case 4-1, 4-2, 4-3   Grp. 2 presentations**

Key Concepts

- Physical Development
- Cognitive and Language Development
- Moral Development
- Personality and Emotional Development
- Social Development
- Developmental Disruptions
- Childhood in the Multigenerational Family
- Risks and Protective Factors

September 27 – Chapter 5 – Middle Childhood – Discuss Case Study 5.1   Grp. 3 presentations

Key Concepts

- Middle Childhood in the Multigenerational Family
- Physical Development
- Cognitive Development
- Cultural Identity Development
- Emotional Development
- Social Development
- Risk and Protective Factors

October 4   Chapter 6 – Adolescence – Discuss Case Study 6.1, 6.2, 6.3   QUIZ I

Key Concepts   **GRP. 5. PRESENTATION**

- Biological Aspects of Adolescence
- Psychological Aspects of Adolescence
- Social Aspects of Adolescence
- Adolescent Spirituality/Religiosity
- Adolescent Sexuality
- Potential Challenges
- Risk and Protective factors

October 9-10   FALL BREAK

October 11 – Chapter 7 – Young Adulthood – Discuss Case Study 7.2   Group 5 Presentation

Key Concepts

- Definition of young Adulthood
- Theoretical Approaches to Young Adulthood
- Physical Functioning in Young Adulthood
- The Psychological Self
- Social Development and Social Functioning
- Risk and Protective Factors in Young Adulthood

October 18 – Chapter 8 – Middle Adulthood – Discuss Case Study 8.3.   Quiz II

        Key Concepts   **Grp. 6 Presentation**

- Theories of Middle Adulthood
- Biological Changes, Physical and Mental Health in Middle Adulthood
- Intellectual Changes in Middle Adulthood
- Personality Changes in Middle Adulthood
- Spiritual Development in Middle Adulthood
- Work in Middle Adulthood
- Risk and Protective Factors

October 25 – Chapter 9 – Late Adulthood – Discuss Case Study 9.1, 9.2   Grp. 7 Presentation

        Key Concepts

- Demographics of the Older Population
- Cultural Construction of Late Adulthood
- Psychosocial Theoretical Perspectives on Social Gerontology
- Biological Changes in Late Adulthood
- Psychological Changes in Late Adulthood
- Social Roles Transitions and Life Events of Late Adulthood
- The Search for Personal Meaning
- Resources for Meeting the Needs of Elderly Persons
- Risk and Protective Factors

November 1 – Chapter 10 – Very Late Adulthood – Discuss Case Study 10.1, 10.3   Grp. 8 Presentation

        Key Concepts

- Charting New Territory
- Very Late Adulthood in Historical and Cultural Perspective
- What We Can Learn from Centenarians
- Functional Capacity in Very Late Adulthood
- Relationships in Very Late Adulthood
- The Housing Continuum
- The Dying Process
- Loss, Grief, and Bereavement
- The Life Course Completed

November 8   CLASS DOES NOT FACE TO FACE Research Day

November 15   Research Papers Due

Handout on Conflict Theory to Discuss:

The Political System (Listen to news and be prepared to discuss conflict theory, models of community change and social work roles)

- The Culture of Poverty
- The Impact of Social, Political, and Economic Forces
- Highlight the Application of Conflict and Interaction as Theory
- Review of Human Behavior and the Social Environment

November 22   **Online Class Discussion**

November 23-26   **THANKSGIVING BREAK**

November 29   **Quiz III**   **Last Day of Class**

The schedule is subject to change at the discretion of the instructor or depending upon the progress of the class.

Course Requirements and Grading

The final course grade will be based upon a percentage of final points.

Self-Paper	100 pts.	25%
Research paper	100 pts	30%
Group Presentation	40 pts.	10%
Participation	10 pts	5%
Quiz I	50 pts.	10%
Quiz II	50 pts	10%
Quiz III	50 pts	10%
	400 pts.	**100%**

Grading Scale

   A- 100 - 95   A- 94 - 90   B+ 89 - 85   B 84 – 80   B- 79 (fail) repeat course

RUBICS

Criteria for Evaluation of Group/Individual presentation

Reference	Criteria	Exceeds	meets	below
		Expectations - - - - - - - - - - - - - - - -		
		(5 – 6)	*(4 – 3)*	*(2 – 1)*
Content	1. Appropriate introduction 2. Quantity of Ideas 3. Robustness of Ideas 4. Sufficient Discussion			
Literature	1. Provides rationale for this perspective			
Organization	1. Logical development of content 2. Clear Transitions 3. Logical conclusion			
Style	1. Creativity 2. Coherency 3. Logical conclusion			
English Basic	1. Professional style			

The instructor reserves the right to revise the grading criteria as appropriate and will make reasonable attempts to notify students.

1. Active class participation will be included in the grade.

2. Late assignments are strongly discouraged and rarely accepted. If accepted a penalty will be applied. Consideration in this matter is only the professor's.

3. Students are expected to maintain good attendance for class. Over three (3) absences can affect the grade the student.

4. Students are required to demonstrate proficiency in the following university-wide competencies: writing, information technology literacy, oral communication, and critical thinking.

5. Students must obtain a library card and have access to a computer equipped with Microsoft Word, internet connectivity and a web browser, and must have access to and a working knowledge of Blackboard.

Confidentiality

The nature of the material to be covered in this class may result in the sharing of sensitive information by students in the classroom. Thus, confidentiality is of the utmost importance in this type of setting. Please note that each student, as well as the instructor, is bound by the profession's Code of Ethics to act responsibly.

APA Style

This course, and most other courses, requires a single editorial style as the standard format for student use on all papers. This style is set forth in the Publication Manual of the American Psychological Association (latest edition). Points will be taken off assignments received that do not follow APA requirements. The font size for all typed paper is twelve (12). The paper should be grammatically correct and free of errors.

You are asked to print or duplicate an extra copy of **all** written assignments in this and all other classes as a protective mechanism, should your paper(s) ever be misplaced or lost during the grading process.

Incompletes

In general, there is a new process for completing an "incomplete" grade. There must be a "Justification for the incomplete" and "clear and detailed description of all work required to be completed." The form must be agreed upon and signed by both professor and student. The student must meet the expectations by a "due date." Therefore, it is very important that student discuss the incomplete with the professor before the end of semester.
Scholastic Honesty

All papers and tests are to be your own individual work and thus conform to rules of honesty as discussed in your School of Social Work Student Handbook. Since this course requires two written papers, please pay serious attention to issues of plagiarism (passing off the ideas or words of another as one's own without credit to the source).

Class Conduct

Students are expected to conduct themselves in a manner that sustains a positive teaching/learning environment. Such conduct includes, but is not limited to, compliance with the following guidelines:

- Students will treat classmates and instructor with respect.
- Students will refrain from distractive/disruptive behavior such as talking, passing notes, leaving and re-entering the room and eating during class.
- Students must have their cell phones turned off during the class period.
- Students are expected to dress appropriately
- **Cell phones are to be turned off and no texting is allowed during class** however, feel free to leave the lass in emergency cell usage.
- Note: on occasion, we may conduct an exercise using cell phones

Inclement Weather

To ensure that all classes meet the required number of instructional contact hours, the method of offering continuous instruction in the event of class cancellation or University closure due to inclement weather is to provide course content, assignments and activities, via Blackboard as the course management system and the virtual classroom.

Disability Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please make contact with O.A.S.I.S., the Office of Accessibility Services, upon registration at Norfolk State University to Confidentially discuss any accommodation needs.

Norfolk State University ensures equal access to instruction through collaboration between students with disabilities, instructors, and O.A.S.I.S. "Reasonable" means the University permits to fundamental alterations of academic standards or retroactive modifications. For more information, please consult nsu.edu. Should you have a disability, including unseen disabilities such as learning disabilities, psychological health injuries (such as PTSD), or cognitive disabilities (such as brain injuries), that requires reasonable accommodations, please contact:

Audrey M. Wells, Coordinator, O.A.S.I.S. Office of Accessibility Services and International Student Services Student Services Center, Suite 110 Email: amwells@nsu.edu Phone: 757/823-8325 Fax: 757-823-2640

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

<div align="center">

Course Assignments

<u>SELF PAPER</u>

</div>

PURPOSE

The self-paper is designed to be an exercise that helps each student to demonstrate his/her understanding of the relationship between behavior and a variety of other **social, biological, and psychological** factors. By focusing the paper on the individual, it is anticipated that each student will have an opportunity to increase his/her self-awareness. It is also anticipated that through this exercise that each student will become more sensitive to the influence of social factors in his/her work with others.

The Self Paper is **not designed** to be a vehicle for simply describing one's history, family, or development. **The paper is designed to be a critical/analytical exercise that draws relationships between the identified variables.** It is expected that the student will discuss issues of a personal nature, the paper will be confidential, and will be returned to the student.

Whenever possible, the conclusions and interpretations reached in the paper should be supported with references from the text.

The Self Paper should be 12" font, doubled-spaced, 4-6 typed pages in length. It should be grammatically correct and free of errors. The paper should utilize the editorial style set forth in the latest edition of APA.

Note: keep references to a minimum (1-2). The most important criteria for assessing this paper is your understanding of theoretical perspectives based upon your reflections of your developmental years and how that has influenced and effected your life.

CONTENT

Each paper should include the following broad items:

1. (Eco Map). Description: a brief diagram of one's attitudes, interests, needs, values, strengths, goals, weaknesses, or other characteristics that would be valuable in presenting a descriptive overview of who you are as a person (and your close affiliations)

2. (Genogram) Analysis: Use "Key to Code" to identify types of relationship connectedness, health, addictions, abuse patterns, important deaths, marriages, births, etc.

3. This is the main narrative of your paper. Use the following format and three (3) areas to reflect and analyze:

A. General Reflections/overview

Consider your own family of origin in relation to such areas as social class, role assignments, child rearing patterns, sibling relationships and extended family relations. Did your family see itself as similar to, or different from, other ethnic groups? What is your earliest memory of race or color?

1. **Communication:** Discuss the manner in which your family communicated with one another. Were children allowed to share their point of view? How was conflict handled between siblings and how did the adults deal with conflict? Who did you generally share your deep feelings or problems with (and why)? Did your family discuss racism, oppression, or prejudice in the family?

2. **Power**: Discuss how you perceived power as a child in your family. Who had the final word on decisions? How was power/authority demonstrated in your family? Did the person with power use many options to show power (i.e. hitting, yelling, crying, becoming sick, withdraw? Etc.) Were you and/or your

family ever subjected to discrimination based on color, class, religious ideology, or other forms of rejection? How were you taught to respond? Have you ever experienced a sense of power or powerlessness in relation to your racial/ethnic identity, class identity, gender, sexual orientation, and/or professional identity?

3. Affect: Discuss how feelings and emotions were expressed in your family. Describe those emotions that were most positive and negative. How did you repress your feelings as a child? Were there similarities in how your parents/caregivers expressed their feelings and how their parent/s guardians expressed their feelings? Do you ever recall having deep emotions regarding how you were treated in social institutions, agencies, or society in general? What were your feelings about your ethnic identity?

Theory: From the Chapters covered in the text, identify and apply any theories, world views, belief systems, or major ideas you believe help to explain your development.

III. Implications for Practice: Discuss and describe how you see yourself as helpful or useful in working with other people and understanding their behavior

IV. Predictions: Predict your future directions, goals, behaviors, and attitudes based on the materials that have been presented thus far.

V. Summary/Conclusion

SWK-626 – GROUP PRESENTATIONS

The purpose of the group presentations is to give an overview of the life course developmental stages and the theories that guide our understanding of the biological, psychological and social development processes in each stage. It also allows the students to creatively engage one another and facilitate participation, critical analysis of clinical assessment. Students will also be informed on the mezzo and macro environments and their impact on individuals, families and groups. It is also encouraging to hear local guest speakers, view videos or films for additional learning experiences.

Please note that the presentations are <u>not</u> evaluated on power point presentations rather on the knowledge and demonstration of what, how, to assess the stages of development that will guide the interventions with future clients.

Some suggestions for format:
A. Discuss the evolution of the theory
B. Discuss healthy and unhealthy stage development of your age group
C. **Each group member should present a part of a theory for understanding**
D. Introduce and discuss research findings on the use of theory or diverse theories on the stages of development
E. Engage the class frequently in small group role play and dialogue about the theory, or game activity
F. Discuss methods for evaluating the theory
G: Good discussion could center around the protective and risk factors at each stage of development.

<u>RESEARCH PAPER</u>

The research paper is a means whereby the student has an opportunity to select a particular target population/social phenomenon for an in-depth research in the broad area of human behavior in the social environment. To enhance the relevance of the topic, it should be directly related to the student's anticipated field placement. The intent of this assignment is to gather the pertinent knowledge to be found in the literature and in the field, that will prepare the student for service delivery. Thus, the student should **clear the proposed topic with the instructor.**

The paper should be printed/typed, double-spaced on 81/2 by 11 papers. The student should have a copy of his/her personal file, as the instructor may retain the original. The student must follow the American **Psychological Association** editorial style. The maximum is 6 pages (**not including the reference and cover page).**

Content of the research paper should include the following:
1) description of the target population, social problem/social phenomenon, its extent, prevalence, and impact;
2) Causation – to include theoretical constructs and empirical research (a minimum of 3 articles and 2 books including class text);
3) Direct and indirect impacts on individual, group, and societal needs;
4) Intervention strategies
5) Prevention Strategies
6) Implications for social work
7) summary/conclusions

Norfolk State University

Data-Driven Leadership and Technology Online Course Syllabus

Course ID: UED 601 - 90

Larry T. Ferguson, Ph.D.

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Contents

Course Number & Course Name: Data-Driven Leadership and Technology
UED 601 - 90

Semester: Spring 2016

Class Meets: ON LINE in Blackboard

Instructor Name: Dr. Larry T. Ferguson

Office location and office hours
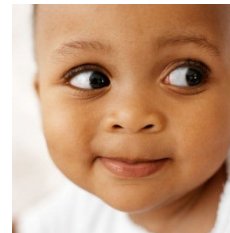Bozeman Education Bldg., Suite 161, Office 162 – Main Campus

Office Hours: Monday, Tuesday, and Thursday 1:00 pm - 3:00 pm

Cyber Office Hours: Wed 5:00 pm – 7:00 pm

Email address: ltferguson@nsu.edu

Telephone: Office 757-823-9095, Alternate 757-823-8076

Preferred method of communication: Blackboard email

Course Summary

Course Description

This course is intended to provide participants with a practical overview of the use of quantitative and qualitative data in school settings. Participants will develop data literacy and analytical skills. Participants will learn general concepts and techniques of data analysis, generation, and presentation with specific application to educational issues, included but not limited to program assessment and evaluation, resource planning, and allocation, and strategic planning. .

Course Rationale

This is a course, required of all Administration and Supervision candidates. The course builds on foundation content and supports the specialization and concentration requirements necessary for matriculation in the MA Urban Education Principal Preparation Program.

Course Delivery Method

This course is delivered entirely online with synchronous and asynchronous activities deployed as required. The primary method of access to this course is the University Blackboard Learning Management System (LMS) and may be supplemented by other online resources. This course may also employ conferencing tools such as video conferences or Web conferences to facilitate communication and interaction with distant and local students.

Teaching methods will include readings, independent research, discussion board participation with classmates and instructor, and other Blackboard interaction.

Prerequisites

Student must be accepted in the Masters of Arts in Urban Education Program.

Instructional Methods and Strategies

The instructional method use will be *inductive*, going from specific to general. Learners will acquire new knowledge through exposure to new material and ideas, as well as reflecting on these ideas and concepts.

The following instructional strategies and methods will be used to achieve the learning objectives:

1. Lectures
2. Class discussions
3. Role playing
4. Audio-visual presentations
5. Collaborative learning
6. Case study
7. Assigned readings
8. Blackboard (on-line delivery)

Computer Literacy Requirements

To successfully complete this course you **must** possess:

- **A basic knowledge of computers**. For example, understanding files and folders to upload or download course content is absolutely essential. Basic computer literacy classes (CSC-150) are available on campus as elective courses. Students deficient in the necessary computer skills should consider taking such classes.
- **An understanding of the Web** and its resources, such as the library and online research tools accessed through a Web browser.
- **Familiarity with Microsoft Office applications,** such as Word and PowerPoint; this is absolutely essential for your academic success.
- **Familiarity with NSU's e-mail system** to guarantee effective communications with both instructors and classmates. All NSU students have been assigned an e-mail account and are expected to access it regularly via the Web.
- **Knowledge of Blackboard** Learning Management System (**LMS**), which **is mandatory** for this course.

For those of you not familiar with the Blackboard LMS, an online orientation can be accessed by self-registering in Blackboard. The course name is "***Blackboard Student Training.***" Additional assistance with Blackboard can be obtained through the Blackboard Central Help Desk at bbtechsupport@nsu.edu or by phone at 757-823-2328 M - F 8AM - 6PM at the Lyman Beecher Brooks Library (LBBL), suite 3007.

Also, to successfully complete this course, it is necessary that students have access to the Internet and that they know how to receive and send emails as well as utilize the tools of Blackboard. As we move through this decade, the instructor believes that technology will play a critical role in the field of education. *If you need any help or have any concerns about these required skills, please see the instructor the first day of class.*

Addressing your computer skills will greatly enhance your learning experience, reducing wasted time and frustration for yourself and your instructors. Please feel free to contact the Office of Information Technology (OIT) Client Services or the Office of Distance Education for advisement on how to receive assistance with your computer literacy instructional needs.

Learning Objectives

Given appropriate instructional opportunities and course activities, at a proficiency rate of no less than **85%**; by the end of this course, each student will be able to:

1. Identify data needed to approach particular educational problems and decisions

2. Explain the role of technology in the collection and application of data for data-based decision making

3. Interpret assessment and achievement data

4. Critically analyze data to identify trends, gaps, implications, and validity of data

5. Use data to plan and justify instruction program design and allocation of resources

6. Explain the relationship between data-based decision making and policy development

7. Prepare an accountability plan specific to a PK through 12 setting

8. Communicate data effectively in written and oral form.

9. Practice how principals effectively prioritize, solve problems, write with clarity, and communicate through cases studies and in-basket activities.

Instructional Materials

Required Texts
 Park, V., Datnow, A., (2014). Data-Driven Leadership. Jossey-Bass

Suggested Texts
Kowalski, T., Lasley II, T. J., & Mahoney, J. W. (2008). Data-driven decisions and school leadership: Best practices for school improvement. Boston: Pearson Education, Inc.

Other Sources
Creighton, T. B. (2007). *Schools and data: The educator's guide for using data to improve decision making.* Thousand Oaks, CA: Corwin Press.

NSU Assessment Policy

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, you may be required to participate in a number of university-wide assessment activities. These activities may include tests, surveys, focus groups, interviews, and portfolio reviews. The primary purpose of these assessment activities are to determine the extent to which programs and services at NSU are maintaining a high level of quality and meeting student's need. Participating students will **not** be identified in the analysis of results. Unless indicated by the instructor, results from University assessment activities will not be computed in student grades.

Proctoring Policy

Students who choose **not** to come on campus to take their exams, must have exams in online courses proctored. A proctored exam is one that is administered by an impartial individual (called a *proctor*) who monitors and supervises a student while that student is taking an exam. The proctor ensures the security and integrity of the exam process. Students will be required to submit an *Online Course Proctor Identification Approval Form* to each instructor. Once the proctor has been approved by the instructor, the students will be required to present their Spartan Identification Card and photo identification to the proctor prior to students receiving the exam. Students are responsible for arranging a proctor for their exam(s) and all costs incurred for this service.

On-Campus Proctor Schedule for Midterm and Exams

Time	Date	Room

Midterm

Final Examination

Late Assignments and Make-up Policy

All grades are final; there will be **no make-up** tests. All assignments and assessments are due by 12PM EST on Sundays each week unless otherwise posted.

Assignments must be submitted on time. Late assignments will be accepted; however, twenty five (25) points will be deducted for each day it is overdue.

Learner Interaction Policy

You will also be graded regarding the level of your participation and interaction in the classroom--20% of your grade will be assigned to the level of interaction you display in the classroom. This means, participating in a weekly discussion, and attending to group meetings and discussions.

The higher the level of interaction you demonstrate the higher the number on your rubric. Interaction needs to be reflected on questions and/or comments that relate to the lesson at hand; irrelevant comments will deduct points from your rubric. Remember to be courteous to others, not only when you speak but in your written comments as well.

Evaluations

The assessment in this course is done using rubrics; a matrix that uses a descriptive tool that measures each learning objective in an unbiased manner. This tool allows the instructor to provide qualitative feedback on designated competency levels. Rubrics also allow you to see beforehand what the assessment is all about and study accordingly.

Example of a Rubric

Criteria	Excellent (50)	Very Good (30)	Good (20)	Poor (10)	Points
Organization of material	Your presentation was logical and superbly organized	Your work had a clear introduction, body and conclusion.	Your presentation was generally organized, but lacked some clarity.	The work was poorly organized or ideas were presented randomly	___/50
Use of resources	Your material was clear and added to the content	Your material did not connect to the content	Some of your ideas were inappropriate	Some of your ideas were incorrect and inappropriate	___/50
Presentation of material	Your material was clearly presented	There were some ideas that did not connect	The material stated some concepts, but lacked some clarity.	The material was vague and contained errors	___/50
Learner Interaction/ Participation	Participates equally with other group members in researching, writing, and editing	You participate in some sessions leaving others in charge of the group work.	Your participation is not equivalent to that of others who are in charge of the work.	You do not demonstrate participation and interaction in class	___/50
Overall Quality	Outstanding overall quality. A powerful and memorable presentation.	Covered all the main points and it was generally well	Could have put more effort during the preparation and design stages to increase the overall quality.	Generally sloppy. Weak presentation skills. You have the ability to do much better.	___/50
				Total Points	___/250

Written Work Criteria

All written work is expected to reflect **graduate level use of grammar, spelling,** and **organization of material.** Work with errors of this nature will be penalized. All presentations must reflect **graduate level** ability to offer information in an explicit and persuasive manner.

Academic Integrity Standards

Papers are to be free of plagiarism; if any of your papers is found to be plagiarized, you will receive a deduction of 25% on that area.

Attendance Policy

For you to receive a passing grade, you **must attend at least 85%** of the class sessions. This means you must login at least on 12 of the 14 sessions that do not involve an evaluation procedure.

You could have **only 2** early or late exceptions login in or out of class and still pass. The exceptions can be either at the beginning or end of the session. For instance, a session to be counted as "attended", if you login no longer than 10 min after the session has started; the session can also be counted as attended if you logout no more than 10 min before the class has ended.

Assignments

Each student will complete:

I. <u>**Case Studies (5 case studies x 20 points each =100 points)**</u>
The purpose of the case studies is to develop an understanding of data in the role of an administrator in a school setting. Full details for this assignment can be found in the **Assignments** section of **Blackboard**. The rubric utilized to grade this assignment can be found in the **Course Documents** section of **Blackboard**.

II. <u>**In-Basket Activities (10 in-baskets x 10 points each =100 points)**</u>
The purpose of these activities are to provide the student with an opportunity to demonstrate an understanding of analyzing data, applying the data to decision making, utilizing the appropriate technological resources, and effectively communicating findings to a variety of stakeholders. The rubric utilized to grade this assignment can be found in the **Course Documents** section of **Blackboard**.

III. <u>**Data-Based Decisions Position Paper (100 points)**</u>
The purpose of this assignment is to demonstrate your understanding of the use of data in addressing issues within today's schools. Topics for research must be approved by the course instructor. Full details for this assignment can be found in the **Assignments** section of **Blackboard**. The rubric utilized to grade this assignment can be found in the **Course Documents** section of **Blackboard**.

IV. <u>**Blackboard Discussion (5 BB Discussions x 20 points each = 100 points)**</u>
You will utilize Blackboard **Discussion** to examine the use of applicable technology to disaggregate, analyze, and interpret data that will be utilized to address instructional plans, strategic planning, resource allocation, policy development, and accountability.
- Responses should be written utilizing correct grammar and mechanics rules for English.
- Responses should demonstrate your understanding of the information presented in the assigned articles, course texts, and course sessions. Remember to use APA format to reference your sources.
- Full details for this assignment can be found in the **Assignments** section of **Blackboard**. The rubric utilized to grade this assignment can be found in the **Course Documents** section of **Blackboard**.

V. <u>**Strategic and Assessment Report (100 points)**</u>
You will critically analyze (1) the strategic plan of a school district and (2) the corresponding assessment plan. You will carefully review and critique the objectives of plan and determine whether the stated objectives are meaningful and measurable. You will discuss the plan's stated outcomes and determine the degree of correlation of assessment measures and data to the intended goal of the organization's assessment plan. Strengths, weaknesses, and suggestions for improvement will be reflected in your critical analysis. Full details for this assignment can be found in the **Assignments** section of **Blackboard**. The rubric utilized to grade this assignment can be found in the **Course Documents** section of **Blackboard**.

V. Exams (50 points each x 2 Exams=100 points)

You will have **2** exams. It is important for you to have read all the assigned readings since items on the exam will focus on the assigned readings, course discussions, case studies, in-basket activities, and other course activities.

Summary of Grading System & Course Requirements:

Case Studies	100 points
In-Basket Activities	100 points
Data Based Decisions Position Paper	100 points
Blackboard Discussions	100 points
Strategic and Assessment Report	100 points
Exams (50 points each)	100 points
TOTAL:	**600 points**

Academic Integrity Standards:

o   Preparation, pacing, and planning are key components for a successful experience in this class.

o   *Late assignments will <u>not</u> be accepted.* **So complete assignments early. Remember that life happens while we are busy doing other things.**

o   All papers must be written in **APA format**, stapled, and no folders or binders.

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of Norfolk State University and with the desire for greater academic and personal achievement, we, the members of Norfolk State University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the "*Spartan Code of Ethics.*"

Calendar of Assignments

See Blackboard Course

Course Outline

See Blackboard Course Shell

The Professor reserves the right to adjust/modify the syllabus. Students will receive sufficient notification of adjustment to syllabus.

Bibliography

Special Instructions & Policies

Disability Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, we ask that you please contact the Supporting Students through Disability Services (SDSS) office.

Required Software

Minimum requirements to take this course are a Windows 7, Word 2007, Outlook 2007, and internet access. You will also need to sign to the course at NSU to have access to blackboard.

Blackboard Instructions

All navigational buttons provide you with information on how to work the system and allow you to proceed with the rest of the course. It is important that you familiarize yourself with all the navigational buttons and controls of the Blackboard system.

Communication

Blackboard Announcements Area

The Blackboard *announcements area* is specifically designed for communicating with students in this course. Whenever there are special instructions to **_all_ _students_ _in this class_**, such as a class cancellation, a change in schedule or assignments, etc. a message will be sent via the announcement page. Please note that the announcements area is a messaging system that relates only to the **_members_** of **_this class_**. Announcements for other courses will be contained in the respective courses announcements area.

You can access your announcements by selecting the "**_announcements_**" button, located on the <u>main page menu</u>. You are **required** to check the announcements page **daily** for any new information. Any message that you need to send to your instructor in <u>this</u> class is best sent via Blackboard email.

Email Policy

NSU email is the **only** email system to be used for this course; private email addresses cannot be used. Always title your messages; be sure the subject line reflects the topic of discussion. Email messages should always be courteous and follow etiquette protocols. You should be respectful to those who are receiving your email; <u>never</u> send SPAM to other classmates. Remember that these documents are never deleted from the system and nothing is ever private. Also, always check your spelling before sending a message.

Discussion Boards

As part of your NSU online experience you will be using the Blackboard Discussion Forum. A good way of entering a discussion board or chat is to briefly introduce yourself. It is important to keep your questions and comments *relevant* to the topic of the discussion; when posting to a discussion board, you should read prior messages to get a sense of the flow and language of the discussion <u>before</u> posting your own message. If another person posts a comment or question that is off the subject, do **not** reply to the discussion board; if you want to reply, do so via a private e-mail directly to that person.

When working in groups do **not** hijack the discussion. Keep paragraphs and messages short and to the point.