Distinguishing your career as a Curricula Development Scholar and fulfilling the opportunity to make unlimited contributions and to make a difference

A MANUAL FULL OF SUSTAINING CURRICULA DEVELOPMENT GEMS GLEANED FROM HBCU-NRC CURRICULA DEVELOPMENT WORKSHOPS
Faculty Curricula Resources Manual

_Historically Black Colleges and Universities National Resource Center_
_for Substance Abuse and Mental Health Infrastructure Development_

_Morehouse School of Medicine_
_Department of Psychiatry and Behavioral Sciences/Cork Institute_

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_THIS Faculty Curricula Resources Manual is a compilation of various documents and presentations produced during 2005-08 for the HBCU-NRC Regional Workshops and the Annual Dr. Lonnie E. Mitchell National Historically Black Colleges and Universities Substance Abuse and Mental Health Conferences._

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And last and most important, the HBCU-NRC staff acknowledges and extends gratitude to the many substance abuse/mental health and curriculum professionals who shared their insights and skills at the Curriculum Development Regional Workshops and the annual Dr. Lonnie E. Mitchell National HBCU Substance Abuse and Mental Health Conferences. The depth of knowledge and expertise these professionals brought to the presentations both motivated and prepared the scholars to excel in providing services to their communities.

The HBCU-NRC staff would like to extend a very special thanks to Gail A. Mattox, MD, for her devotion and commitment to producing a cadre of highly skilled professionals willing and able to effectively address substance abuse and mental health issues.
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This manual is dedicated to:

- the continuing legacy and leadership spirit of Dr. Lonnie E. Mitchell in pioneering efforts to increase and diversify the pool of substance abuse and mental health professionals available to help minority communities;

- the substance abuse and mental health professionals at work in our communities and the scholars they are mentoring toward becoming skilled professionals in the behavioral sciences; and

- the Historically Black Colleges and Universities that are active collaborators in HBCU-NRC efforts to prevent and treat substance abuse and mental health conditions in minority communities.
The curriculum is the foundation of all learning and skill acquisition within the academy and, as such, commands intensive and extensive attention to remain relevant to the needs of learners. To ensure initial and continuing relevance, faculty must continually review and incorporate changing professional standards and licensing requirements into programs of study. This manual is meant to aid in the curriculum change process.

Information in the manual is meant to serve as a synoptic guide for initiating and implementing basic curriculum changes that includes the concepts of curriculum infusion, revision, and the development of new programs of study. The manual’s contents also include introductory information on such topics as some of the barriers to curriculum change, practical ways of establishing collegial relationships that will aid in getting approval for new programs, how to prepare students for professional licensing requirements, and formats for the development of new curricula.

This manual is for use by both the experienced and novice professional who is in the process of initiating curriculum changes. It is meant to be a very user-friendly, practical guidebook that includes the basic information faculty will need to begin the curriculum change process.

Eugene Herrington, PhD
Co-Project Director
HBCU-NRC
Our goals are to:

- produce a manual that is filled with technical assistance documents that cover academic areas such as curricula development, distance and on-site educational opportunities, and best practices regarding academic instructions;

- enhance the quality of curriculum development scholars in the behavioral health sciences; and

- assist Historically Black Colleges and Universities in facilitating their capacity to implement and sustain culturally appropriate substance abuse, mental health, and suicide prevention treatment curricula on their campuses.

These goals will be advanced by infrastructure and capacity-building through interdepartmental collaborations and community partnerships.
SECTION 1: STEPS IN THE CURRICULUM CHANGE PROCESS

SET FORTH REASONS AND A NEED FOR THE PROPOSED CURRICULUM CHANGE

1. Rationale/Justification/Need: Provide a reason (rationale/justification) for the proposed change. This is usually accomplished through identifying and documenting a “need” for change. A need for change can be based on any 2-3 of the following (not listed in priority order).
   a. Changes in institution or program accreditation criteria
   b. Changes in professional standards for the specialty area
   c. New research findings
   d. Changes in requirements for students to meet professional certification demands (standardized test results and evaluation of practicum skills)
   e. Feedback from constituents: colleagues, students, and graduates/alumni (solicited and/or unsolicited verbal input/interviews, senior/alumni surveys, observation notes from students’ senior practicum experiences)
   f. Feedback from graduates’ employers and other professionals in the field
   g. Requirements of external funding sources
   h. Changing “market demands” for professional skills
   i. Chance to be self-supporting/autonomous
   j. Enhance students learning and/or creative experience

2. Set three to five clear goals that the change is meant to accomplish: (based on institution and program mission and goals)

   Goals: Are the ultimate aims to be achieved. Goals statements should answer questions such as: What is this meant to achieve? What is it meant to do toward furthering the mission and goals of the institution and program? Goals should be few (3-5 at the most) and should directly contribute to helping achieve institution or program missions and goals. Generally, institution and program mission and goals are referenced directly (by number or paraphrased) in particular curricula goals.

3. Formulate measurable objectives or intended outcomes to result from the change:

   Objectives: Are the intended outcomes expected to result from the proposed curricula change. Objective statements use action verbs to show what will result from the proposed curriculum change.

4. Identify who will benefit from this change and how they will benefit:

   Clients: Describe clientele this change is meant for, how these clients are a part of the mission and goals of the institution and program, why they are needed, and how they will enrich the programs.
5. **Describe the resources available and needed:**

**Resources:** What is currently available to support the curricula change (faculty, facilities, funding, materials, equipment, library and other research resources), what additional resources will be needed, who will pay for them, and how they will be secured.

6. **Document what will be done, when, and by whom:**

**Action Plan:** Develop a time-task-leadership line. Plan a calendar of tasks, dates, actions, and position titles of persons who will provide leadership for each action (take responsibility). The action plan should cover at least three years of activities for proposed major program changes.

7. **Document methods of evaluation:**

**Evaluation:** To provide proof that documents attention to accreditation requirements related to institution and program effectiveness, and develop and/or select quantitative and qualitative methods of evaluating and documenting the results of program changes. In the introductory statement about evaluation methods and measures to be used, clarify that a combination of quantitative and qualitative instruments, developed by program faculty and reviewed by outside experts, will be used to determine whether expected outcomes are reached. Include a note about when, what aspects, and how often the program will be evaluated.

8. **Document results:**

**Reporting Results:** Submit a plan for an annual report on program results, with special attention to effectiveness related to the changes that have been made in the program.

9. **Plan for updates:**

**Follow-Up:** Include a plan for sending follow-up reports to supporters and interested constituents on an annual basis and then be sure to send the report! Also, “formally thank” supporters immediately after receiving their endorsement of the changes.

10. **Build in plans for change:**

**Revisions:** Make sure the plan of action has a built-in timetable for revisions, as matter of course! Clarify a process and procedures for a regular (annual or every 3-5 years, etc.) timetable for program review and possible revisions.
SECTION 1A: PROGRAM PROPOSAL REVIEW FORM

Name of the Proposed Program/Concentration/Specialization/Degree:

PROGRAM:  DEGREE LEVEL:

SCHOOL:  DEPARTMENT:

CHAIR:  DATE OF SUBMISSION:

PROPOSED IMPLEMENTATION DATE:

NATURE OF PROPOSAL (check one): A) New Course: B) Program Revision: C) New Concentration/Specialization: D) New Degree Program:

Explanation:

RATIONALE FOR THE PROPOSAL AND DOCUMENTATION OF NEED (needs assessment studies, market studies, national/local trends, expert recommendations)

Indicate how the program supports the institution's mission and purposes:
In 1-2 pages, single-spaced with 12-point font, describe the philosophy underlying the program, its mission, the disciplines of knowledge from which it draws its content (its knowledge base), its goals and some particulars about the major subject area disciplines included in the program of study, and the total number of credit hours required.

1. **Target populations:** (Who will you try to enroll in the program?)

2. **Occupational destinations:** (Program graduates may pursue careers in...)

3. **Program delivery:** (Is this a collaborative program? Joint program, etc.?)

4. **Admissions criteria:** (What types of credentials and/or experiences are required for entering this program? Who is eligible for admission, and what criteria must be met?)

5. **Program length:** (How many credit hours are required to complete this program? How many credits are allowed to be transferred?)

6. **Program structure:** (What are the content areas included in the program and how many credit hours are required in each area?)

7. **Candidacy requirements:**

8. **Staffing requirements:**

9. **The degree:** (name and wording of the degree)
SECTION 2: OUTLINE OF THE PLANNED PROGRAM OF STUDY

(Program areas are optional depending on the university and/or college requirements)

AREA I: MAJOR AREA CORE COURSES

AREA II: FOUNDATIONS, RESEARCH AND TOOLS

AREA III: SPECIALTY/MAJOR

AREA IV: MINOR AREA/PROGRAM OPTIONS

AREA V: OTHER

1. List of courses to be completed in each area of study: (include credit hours for each course)

2. Admission and matriculation requirements checklist:
   
   Admission Documents required: (will be filed in the Advisement Folder)
   Matriculation Requirements:

3. References used and/or cited in developing the proposal:

4. List of exemplary programs’ documents and exhibits: (On file: samples of similar programs at some comparable and exemplary schools.)

5. List of possible program funding sources: (foundations, governmental, etc.)

6. List of proposal reviewers: (This program has been reviewed and critiqued by the persons whose names are listed below. Where possible, the proposal has been revised to include reviewer recommendations.)

   Internal Reviewers:
   External Reviewers:

7. Proposed program advisory counsel members: (The Advisory Council elects its own officers at its first meeting. The program chair can appoint someone to preside at the first meeting.)
Processes and Procedures

These curricula processes and procedures are presented from the easiest or simplest change process (infusion) to the most difficult (proposing a new degree program):

1. Infusion: (to include substance abuse/mental health information in all aspects of the course). To infuse the new content into existing courses (time frame: usually within one semester).
   a. announce to colleagues the need for changes in the course, why, and how;
   b. make and “highlight” the changes on the syllabus;
   c. circulate the syllabus with the infused changes for colleagues’ input if they desire; and
   d. begin using the new course syllabus.

2. Revision: (to make significant changes in the content, structure, and delivery of a course). To revise an existing course (time frame: recommended during one semester and implemented in the next semester).
   a. informally introduce ideas, need, and supporting data to the supervisor and colleagues, and request input before developing a brief concept paper;
   b. develop and circulate a brief (one page or less) concept paper of what revisions need to be made, why, when, and how. Request ideas, suggestions and recommendations from colleagues;
   c. revise the course syllabus to include the changes, highlighted;
   d. add a statement to the course description reflecting the revisions, stating why the revisions were made and when (date of the changes);
   e. circulate the revised syllabus to fellow faculty, and request a vote to accept the recommended content revisions;
   f. recommend that the course description be amended to reflect the revised content during the next college or university catalog revision cycle; and
   g. begin using the revised syllabus.

3. Development of a New Course:
   Develop and present, to supervisor and then colleagues, a concept paper detailing the need, goals, objectives, clientele, resources, action plan, and evaluation for putting in the new course:
   a. Indicate the level of the course (200/300/400, etc.) and which course it will replace, its credit hours, and where it will fit in the Suggested 4-Year Schedule of course work.
b. Give a time frame and format for input/feedback on the proposed course.

c. Develop the course syllabus. Include an explanation of where it will fit into the current program of study (Will it replace a current course? Will it be an elective or required course? How many credit hours will it carry? How will credits for the course impact the number of credits required for graduation? This last question is very important!).

d. Circulate the course syllabus for input and recommendation on how to add it to the program of study without adding additional required credits for graduation. Remember, anything that increases required hours to over 128 is highly unlikely to receive approval by the college or university Curriculum Committee and Senate.

e. Revise the Suggested 4-Year Course Schedule to show where and how the course will be included.

f. Secure department, program, and/or college approval for the course, and request the program supervisor to present it to the necessary curriculum committees for review and approval.

g. Secure approval for the new course from the highest level of college or university governance structure for curricula change.

h. Revise or change the Planned Program of Study sheet to reflect the addition of the new course, circulate the revised Planned Program of Study, and implement offering the course.

4. Proposing a New Major Area Concentration of Study:
   Implement all of the steps listed in number 2 above, and follow the guidelines set forth in Section 1a: Program Proposal Review Form.

5. Proposing a New Degree Program:
   Implement all of the steps listed in number 2 above and follow the guidelines set forth in Section 1a: Program Proposal Review Form.
SECTION 3A: What is Curricula Infusion?

Curricula infusion, sometimes referred to as curricula integration, is a process for faculty to assist in educating students about risk factors associated with high-risk alcohol, tobacco, and other drug abuse choices by incorporating evidence-based content and issues related to alcohol use and abuse into their course curricula. Curricula infusion is a teaching strategy for infusing content (substance abuse and substance prevention) into courses that are regularly offered in behavioral health and related curricula.

The curricula infusion process can be related to an “integrate-it-in” module when developing syllabi by integrating substance abuse related activities at various times during the course of a semester.

Examples of Curricula Infusion:

- Infuse content added to a course in organizational psychology by addressing issues in which alcohol, tobacco, and other drug abuse by employees and managers negatively affects employee efficacy and productivity.
- A course on media may consider the use of billboard advertising near and around the entrances of an HBCU campus.
- A course in Africana Women’s Studies may address the effect of alcohol, tobacco, and other drugs on fetal alcohol syndrome.
- A course in Criminal Justice may address generational links between crime and substance abuse.
It is important that new and revised curricula overview and rationales include reference to institutional and program mission and goals and professional standards. The following is a draft list of some facets of the curriculum plan that can help meet the criteria for proving “institutional effectiveness” and documenting student learning outcomes that meet professional standards:

1. New and revised programs and/or course overviews or rationales reflect the mission and goals (organizing theme) of the institution and program and must include major themes of current professional standards and standardized evaluation measures for the field.

2. New or revised course descriptions include content from major themes in current professional standards and standardized professional certification tests.

3. Major instructional units or topics of study should include content found in current professional standards and in standardized certification test competencies.

4. Selection of instructional materials (texts, Web sites, references, readings) should include materials that detail knowledge and skills required for meeting professional standards and standardized professional certification tests.

5. Evaluation of student learning outcomes should include a mix of quantitative and qualitative evaluation measures that yield objective data on what students know and are able to do (quizzes, tests, objective evaluation criteria checklist, observation scales, rating scales for presentations, content/procedure evaluation checklists for demonstrations, etc.).

6. Course evaluation experiences should include several tests modeled on the format of the standardized professional certification tests.

7. Include an “in-class” essay assignment (one page, three 5-sentence paragraphs) to assess students’ written communication skills (Base additional writing assignments on these results! If they’re writing well, give fewer writing assignments, if not, more!).

Some other preliminary activities that can provide significant data for meeting accreditation criteria:

1. Entrance Essays (Have students write a one page essay on-site.)
SECTION 5: COLLEGIAL RELATIONSHIPS FOR CURRICULA CHANGE

Establishing positive collegial relationships is essential to having success in curricula change. It is very important to find out who serves on the college or university curriculum committee and then to contact them for guidance before formal submission of the proposal. It is highly appropriate and wise to seek the assistance of the most senior professors, both in your program and from other programs at the college or university, in the proposal writing process. Many times, curricula meet with disapproval because the faculty writer either was not aware of or did not use the approved forms and formats or did not solicit an informal review of the proposal before submission. So, the question becomes, how does one go about seeking and establishing positive collegial relationships?

- Develop a working relationship with the college or university president or chancellor and other key administrative staff.
- Attend college/university-wide events where you can meet and establish friendly relationships with faculty from various departments and programs.
- Always treat whoever you meet with courtesy and respect. Many times you will not know how important a person is until it is too late to retract an insult. Be as warm, open and friendly as possible while also being your true self.
- Initiate conversations about ideas, concerns, or issues; avoid conversations about specific people and positions.
- If it is not distributed at your opening workshop, request a copy of the list of faculty serving on the college or university curricula committee, the academic council, and the senate, then make it your business to get to know these people. Call and introduce yourself, and let them know you have been assigned to revise or write a new program and will be asking for their help in preparing your curriculum change proposal to meet college or university guidelines.
- Although it is hardly ever mentioned specifically, senior faculty respect those who show respect and appreciation for “rank and tenure” status. Be respectful to those whose work has earned them tenure and full professorships because these are also the people who serve on the curricula committee, the senate, and as faculty Representatives to the Board of Trustees!
- Other than having established collegial relationships with a wide range of fellow faculty, the most important thing is to know why many proposals are not approved: (a) cost to the institution; (b) clarity of presentation; (c) subjective rationale/justification; (d) need for the program/will it bring in new clients; and (e) the impression other faculty have of the person, department, or program submitting the curricula change proposal.
STATING BEHAVIORAL OBJECTIVES FOR CLASSROOM INSTRUCTION

Table I. Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives (Bloom, 1956)

Descriptions of the Major Categories in the Cognitive Domain

1. **Knowledge.** Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of materials, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

2. **Comprehension.** Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding.

3. **Application.** Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

4. **Analysis.** Analysis refers to the ability to break down material into its components parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

5. **Synthesis.** Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

6. **Evaluation.** Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research paper) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and students may determine the criteria or it can be given to them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.
### Table II. Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy

<table>
<thead>
<tr>
<th>Illustrative General Instructional Objectives</th>
<th>Illustrative Behavioral Terms for Stating Specific Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows common terms</td>
<td>• Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states</td>
</tr>
<tr>
<td>• Knows specific facts</td>
<td>• Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes</td>
</tr>
<tr>
<td>• Knows methods and procedures</td>
<td>• Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses</td>
</tr>
<tr>
<td>• Knows basic concepts</td>
<td>• Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides</td>
</tr>
<tr>
<td>• Knows principles</td>
<td>• Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes</td>
</tr>
<tr>
<td>• Understands facts and principles</td>
<td></td>
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<tr>
<td>• Interprets verbal material</td>
<td></td>
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<tr>
<td>• Interprets charts and graphs</td>
<td></td>
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<tr>
<td>• Translates verbal material to mathematical formulas</td>
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<tr>
<td>• Estimates future consequences implied in data</td>
<td></td>
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<tr>
<td>• Justifies methods and procedures</td>
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<tr>
<td>• Applies concepts and principles to new situations</td>
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<tr>
<td>• Applies laws and theories to practical situations</td>
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<tr>
<td>• Solves math</td>
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<tr>
<td>• Constructs charts and graphs</td>
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<tr>
<td>• Demonstrates correct usage of a method or procedure</td>
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<tr>
<td>• Recognizes unstated assumptions</td>
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<td>• Recognizes logical fallacies in reasoning</td>
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<tr>
<td>• Distinguishes between facts and inferences</td>
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<tr>
<td>• Evaluates the relevancy of data</td>
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<tr>
<td>• Analyzes the organizational structure of work (art, music, writing)</td>
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<tr>
<td>• Writes a well organized theme</td>
<td></td>
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<tr>
<td>• Gives a well organized speech</td>
<td></td>
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<tr>
<td>• Writes a creative short story (or poem or music)</td>
<td></td>
</tr>
<tr>
<td>• Proposes a plan for an experiment, integrates learning from different areas into a plan for solving a problem</td>
<td></td>
</tr>
<tr>
<td>• Formulates a new scheme for classifying objects (or events or ideas)</td>
<td></td>
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</tbody>
</table>
SECTION 7: SKELETON COURSE SYLLABUS FORMAT AND SAMPLE SYLLABUS

SKELETON COURSE SYLLABUS FORMAT AND SAMPLE SYLLABUS

Name of the College/University, School/Department/Program

COURSE SYLLABUS: Course Prefix/Number/Title

Date Course Developed or Revised

Course Credit Hours Degree Level Terms Course is Offered

College/Program Organizing Theme: "________________________________________.

PROFESSOR: Name/Degree/Title-Rank/Department

OFFICE LOCATION/PH#: 

RESIDENCE (Optional):

EMAIL ADDRESSES: Office: Home (Optional):

CLASS MEETINGS: Days/Times/Locations

OFFICE HOURS: Days/Times and whether By Appointment Only

COURSE CATALOG DESCRIPTION (College/University Catalog Edition Year/Page #):

Prerequisites:

REQUIRED COURSE TEXT:

COURSE RATIONALE:

PHILOSOPHICAL PERSPECTIVE:
SYLLABUS FOR INTRODUCTION TO ALCOHOLISM

Term: Fall 2008 (081) September 2 – December 13, 2008
Course Number: HSV 200
Instructor: Dr. Eileen Stenzel

Office: Room #506
Office Phone: (219) 473-4260
Cell Phone: (708) 557-8623
E-mail: office: estenzel@ccsj.edu  home: estenzel@comcast.net

Office Hours: Mon. and Wed 10:00-1:30
Tues. 10:00 – 3:00
We can also communicate via e-mail, phone conferencing and Virtual office hours using Virtual Classroom in Blackboard.

Course Time: Monday and Wednesday 1:45-3:15

Instructor Background:
Licensed Professional Counselor, State of Illinois
Certified Sports Counselor
Ph.D. Theology, The University of Notre Dame
M.A. Counselor Education The University of South Florida
Internship: Chemical Dependency
M.A. Theology, St. Xavier College
B.A. Political Science, Rosary College

Course Description:
Students are provided with an overview of alcoholism and drug abuse. The course surveys the various causation theories including the disease concept. The biological, psychological and spiritual implications of chemical dependency will be examined. Various counseling approaches will be surveyed as well as the influence of the self-help movement.

Blackboard Supplement.

Prerequisites: None
Program Goals and Course Objectives: This course is designed to address some aspect of the following goals of the Human Services Program:

Goal 1: Develop core knowledge and skills in the helping profession.
Goal 2: Develop an understanding of the theories and strategies of helping interventions
Goal 3: Increase self-awareness and strengthen interpersonal skills
Goal 4: Develop critical thinking and higher order analysis skills

Learning Outcomes/Competencies: Students in this course will:

Module Competencies

Module One: Addiction as a Disease - At the end of Module I students will be able to:

1. identify the various theories used to explain drug use and addiction (Program Goal 1; Cognitive Domain 1: Knowledge);
2. identify the basic mechanism of brain function (Program Goal 1; Cognitive Domain 1: Knowledge);
3. identify how drugs alter brain structure and function (Program Goal 1; Cognitive Domain 1: Knowledge); and,
4. identify the major classifications of psychoactive substances and the primary effects of drugs within each classification (Program Goal 1; Cognitive Domain 1: Knowledge);
5. through completion of the Behavior of Habit Project, students will demonstrate insight into the nature of habitual behavior, the difficulties involved in efforts to change that behavior and explain how this project increased their understanding of addictive behavior. (Program Goal 3; Cognitive Domain 2: Comprehension).
6. chart and individual’s Blood Alcohol Levels (BAL) based on direct observation or a detailed report of a drinking experience, summarize in writing what insights were gained into the meaning of responsible consumption, tolerance and addiction, identify the implications of this project for personal drinking behavior and post these comments in the Blackboard Forum for this project (Goals 1 and 3; Cognitive Domain 3: Application; Affective Domain 5: internalizing).

Module Two: Addiction as a family Disease – At the end of Module II students will be able to:

1. summarize family systems theory (Program Goal 1; Cognitive Domain 1: Knowledge);
2. identify the major characteristics of functional and dysfunctional families (Program Goal 1; Cognitive Domain 1: Knowledge);
3. identify the parenting characteristics of functional and dysfunctional families (Program Goal 1);
4. identify the characteristic ways in which children adapt to family dysfunction (Program Goal 1; Cognitive Domain 1: Knowledge);
5. distinguish between shame-based and feedback-based communication systems (Program Goal 1; Cognitive Domain 1: Knowledge)
6. discuss the ways in which children and adults manifest codependent behaviors (Program Goal 1; Cognitive Domain 2: Comprehension);
7. use family systems theory to analyze, in a 3 – 4 page paper, the family dynamics within an anonymous family of their choice (Program Goal 1; Cognitive Domain 4: Analysis).
Module Three: Prevention, Intervention and Treatment – At the end of Module III students will be able to:

1. identify thee various approaches to prevention of drug use in the United States (Program Goal 3; Cognitive Domain 1: Knowledge);
2. identify the key elements to effective prevention programs (Program Goal 3; Cognitive Domain 1: Knowledge);
3. identify the major approaches to treating addicted adults and their families (Program Goal 3; Cognitive Domain 1: Knowledge);
4. identify the steps in the intervention process and the elements of effective intervention strategies (Program Goal 3; Cognitive Domain 1: Knowledge);
5. demonstrate basic skill in the use of motivational interviewing skills in personal communication (Program Goal 3; Cognitive Domain 1: Knowledge).

Integrating Project (Program Goal 4; Cognitive Domain 5)

This project consists of the following tasks.

Task 1. Briefly summarize the view of addiction you held when this course began.

Task 2: Summarize what is meant by the claim that addiction is a disease of the brain. This portion of the project can and should be worked on in small groups.

Task 3: Summarize the challenges this claim encounters and the cultural values from which these challenges originate. Explain your own challenges and questions about addiction as a disease of the brain in relation to these broad and deep cultural values that insist that addiction is a moral failing.

Task 4: Have a conversation with at least two other persons not enrolled in the course about the claim that addiction is a disease of the brain. The conversation can be held with both persons at one time. Explain how you understand the claim that addiction is a disease of the brain. You are welcome to use any of the supplemental material posted on the Bb site for this course. Ask these two individuals to respond with agreement and disagreements and why, questions and concerns. Summarize the responses of these individuals to the claim that addiction is a disease of the brain.

Task 5: Conclude the project with an analysis of your own understanding of addiction, what new insights you have gained, questions you now have, issues that need further consideration and, most importantly, what you have learned about the importance of teaching young adults about responsible consumption of alcohol.

Learning Strategies: Group Discussions, Collaborative Learning, Lecture, Independent Study

Assessment and Course Requirements

1. Attendance: Performance in this course correlates positively with attendance; students who regularly attend do better than those who attend sporadically. Efforts are made to engage students actively in the issues, ideas and challenges of the material covered in this course. That is not an experience that can easily be made-up. Consequently, students are expected to attend all class sessions. Additional assistance is available to all students who regularly attend class.
SECTION 7: SKELETON COURSE SYLLABUS FORMAT AND SAMPLE SYLLABUS

Students who miss two consecutive weeks of classes will be administratively withdrawn.
Students who miss four classes will be advised to withdraw.

2. Participation: The instructor makes every effort to engage students actively in the key concepts and themes developed in this course and to provide numerous supplements for mastering its more challenging components, especially in Module I. Participation is measured by: the level of attention students display in class; questions asked; and responses given to problems and issues posed by the instructor and other students. Students engaged in private conversations or working on other assignments are not considered to be active participants. Students who engage in behavior that distracts the instructor and/or other students will be given an opportunity to change that behavior. Students who persist in disruptive behavior will have three opportunities to change that behavior. First, they will be asked to schedule an appointment with the instructor to address the behavior in question. If that fails, the student will be asked to leave the classroom and take and absence for that session. If that fails, students will be asked to withdraw or be administratively withdrawn from the class. Disruptive behavior includes:
   - leaving and entering the classroom during unscheduled breaks;
   - texting and/or answering cell phones (all phones are to be muted or turned off during class);
   - engaging in conversations with other students during class lectures or other presentations.

3. Preparation: This course relies heavily on pre and post-testing assessment procedures. Success in this course is determined, in part, by the extent to which students have read each assigned chapter prior to coming to class. Each chapter post test will reflect the students reading prior to coming to class and their participation in the class discussion of that material. Questions will be developed from the text and class discussions.

4. In-Class Final Exam: An in-class final exam will be available as a re-test/make-up test option. Students are not required to complete this exam. However, students whose cumulative score on the chapter post tests does not support the grade of C or students who have missed chapter post-tests should plan on taking this in-class final.

5. Unit Tests: Unit tests will be completed as scheduled. There are no make up exams given other than the two scheduled make-up sessions. Students who would like a re-test option on the material covered in the text may request to take the comprehensive final exam. It must be taken in class during the regularly scheduled final exam. Chapter Post tests are posted on the Blackboard site and may be used as practice tests and study tools. Students can take these tests as often as they like.

6. The Journal and Journal Summary: This project has two products: the actual journal and journal summary in essay format. The projects entails 1) identifying a behavior of habit that the student would like to change; 2) a weekly record of the strategies the student used over a period of eight weeks and the progress (or lack thereof) the student experienced in attempting to change this behavior. The essay will summarize the contents of the journal and discuss what the student learned from this project, especially with regard to understanding addiction as a disease. A rubric for this project is posted on the Blackboard site for this course in the Course Documents section. The rubric should be attached to the Journal Summary when it is submitted for review. To be considered for full credit the Journal must be submitted along with the summary. It is recommended that student’s keep their journal in electronic format. However, the Journal can be handwritten and turned in as written. The summary must be typed, submitted electronically and submitted on-time.

7. The BAL Project: Guidelines, resources and rubrics for this project are posted on the Blackboard site. Direct instruction for completing this project will be given in class.

8. Blackboard Discussion Board Forum: Students must complete five Blackboard Discussion Forums. The first focuses on issues related to using Blackboard as a supplemental tool in a college course. Student entries are part of the assessment of the effectiveness of this strategy and are given careful consideration in future course planning and design. Three forums focus
on the core topic of each Module in the course. The fifth addresses the topic of the BAL project, responsible drinking. Each forum will be evaluated on a ten point scale. To meet this requirement, students must earn a minimum score of seven out of ten points on each forum.

9. Electronic Submission of Written Assignments: All written work must be submitted electronically using Digital Drop Box in Blackboard. This includes the Journal Summary and Modules I and II application assessments. The rubric for each assignment must be attached. Instruction on how to do this will be provided for students who are new to Blackboard. Sending work via e-mail attachments is discouraged. Unless prior arrangements have been made with the instructor, no written assignments will be accepted after the due date.

Class Policy for Assignments: All assignment are due on the specified date unless prior arrangements have been made with the instructor.
### SECTION 7: SKELETON COURSE SYLLABUS FORMAT AND SAMPLE SYLLABUS

Grading Scale: NB: Minimum scores must be achieved in all areas to obtain the designated grade.

#### A Range:

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>No more than two absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Unit Tests:</td>
<td>Minimum mastery of 85% of the total points on unit tests.</td>
</tr>
<tr>
<td>Journal &amp; Summary:</td>
<td>Minimum of 90% of the total possible points</td>
</tr>
<tr>
<td>BAL Project:</td>
<td>Minimum of 90% of the total possible points</td>
</tr>
<tr>
<td>7 Bb Discussion</td>
<td></td>
</tr>
<tr>
<td>Forums:</td>
<td>Minimum of 90% of the total possible points</td>
</tr>
<tr>
<td>Integrating Project:</td>
<td>Minimum of 90% of the total possible points</td>
</tr>
</tbody>
</table>

#### B Range:

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>No more than two absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Unit Tests:</td>
<td>Minimum mastery of 80% of the total points on unit tests.</td>
</tr>
<tr>
<td>Journal &amp; Summary:</td>
<td>Minimum of 80% of the total possible points</td>
</tr>
<tr>
<td>BAL Project:</td>
<td>Minimum of 80% of the total possible points</td>
</tr>
<tr>
<td>7 Bb Discussion</td>
<td></td>
</tr>
<tr>
<td>Forums:</td>
<td>Minimum of 80% of the total possible points</td>
</tr>
<tr>
<td>Integrating Project:</td>
<td>Minimum of 80% of the total possible points</td>
</tr>
</tbody>
</table>

#### C Range:

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>No more than two absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Unit Tests:</td>
<td>Minimum mastery of 75% of the total points on unit tests.</td>
</tr>
<tr>
<td>Journal &amp; Summary:</td>
<td>Minimum of 75% of the total possible points</td>
</tr>
<tr>
<td>BAL Project:</td>
<td>Minimum of 75% of the total possible points</td>
</tr>
<tr>
<td>7 Bb Discussion</td>
<td></td>
</tr>
<tr>
<td>Forums:</td>
<td>Minimum of 75% of the total possible points</td>
</tr>
<tr>
<td>Integrating Project:</td>
<td>Minimum of 75% of the total possible points</td>
</tr>
</tbody>
</table>

A grade lower than a C indicates a failure to meet the minimum standards for this course. Human Services students are required to earn a grade of C or better.

**Class Policy on Attendance:** Attendance is defined as being present for the entire class. Students who consistently come late (arrive after attendance has been taken) and/or leave early will be marked absent. Attendance is required. Students are allowed two personal days. Student athletes should plan to use those two personal days for athletic events. Student athletes who are required to participate in athletic events requiring more than two missed classes will not be penalized. However, they are responsible for the material covered in class. This is especially important during Module 1 of this course.

**Class Policy on Electronic Devices:** All cell phones and pagers are to be muted or turned off in class. Students with children or elderly parents dependent on them may take calls during class. However, personal phone calls are not permitted. Students who violate this policy and take personal or business calls during class time will be subject to being marked absent for that class. Students who do not have a cell phone and who have children or elderly persons dependent on them may use my cell phone number for emergency purposes. Please use discretion when giving this number out.
The Tutoring Center: The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Tutoring Center is located in Room 413. The telephone number is 219.473.4287 or 800.700.9100 ext. 287.

Statement of Plagiarism: If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: Calumet College of St. Joseph subscribes to Turnitin.com and all papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines: Human Services students must use APA Guidelines
Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, and Chicago Manual of Style or Turabian.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

Withdrawal from Classes Policy: After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).
School Closing Information:

**Internet:**
http://www.cesj.edu
http://www.EmergencyClosings.com
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

**Radio:**

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

**TV Channels:**

2, 5, 7, 9, 32
SECTION 7: SKELETON COURSE SYLLABUS FORMAT AND SAMPLE SYLLABUS

OUTLINE

CLASS TOPIC AND ASSIGNMENT:
All chapters are to be read prior to class with the exception of chapter 1.

Sept. 3 Introduction:
1. Review Syllabus and Overview of the Blackboard Site
2. Norm Reference and Mastery Learning: An Overview
3. Developing Personal and Professional Goals for the Course
4. Chapter 1 Putting Drugs in Perspective

Comprehensive Course Pre-Test on Blackboard: Complete by Sept. 10

Module I: Addiction as a Disease of the Brain: Sept. 10 – Oct. 8

Sept. 8 Addiction as a Disease of the Brain:
A. What drugs are

Sept. 10 Addiction as a Disease of the Brain
Power Point and Handouts

Sept. 15 CLOSED DUE TO WEATHER

B. What drugs do

Competencies: By the end of these lessons on addiction as a disease of the brain students will be able to:
1. describe the process of communication within the brain
2. identify the neurotransmitters most commonly involved in the addictive process?
3. explain the difference between changes in brain chemistry due to the use of drugs and changes in brain chemistry that explain addiction to those drugs?
4. discuss the implications of a biochemical explanation of addiction for education for prevention, treatment and public policy.

Sept. 22 Addiction as a Disease of the Brain: Drug Interactions

Sept. 24 Chapter 2 “Why do People Use Drugs”: The theories of drug use presented in Chapter 2 will be summarized. Students will continue to work in their small groups to identify which, if any of these theories are reflected in their explanation of what they observed in the film.
SECTION 7: SKELETON COURSE SYLLABUS FORMAT AND SAMPLE SYLLABUS

Integrating Project Due

Nov. 10  Ch. 9 cont’d: Motivational Interviewing Lab

Nov. 12  Chapter 10: Co-Occurring Disorders with Substance Abuse

Nov. 17  Ch. 10 cont’d

Nov. 19  Chapter 11: Alcohol/Drug Treatment and Relapse Prevention

Nov. 24  Ch. 11 cont’d

Nov. 26  Integrating Projects Returned and Review for Module III Test

Dec. 3   Module III Test On-Line: Chapters 8, 9, 10 & 11

Dec. 8-13 Finals Week: There is no comprehensive in-class final for this course. Students who need to make up any missed exam will do so during this scheduled exam time.

HSV 200 Summary of Requirements and Due Dates

<table>
<thead>
<tr>
<th>Requirements/Recommendations</th>
<th>Due Date</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participation/Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Chapter Pre-Tests (Bb recommended)</td>
<td>Prior to each class</td>
<td></td>
</tr>
<tr>
<td>5. Chapter Post Tests (Bb recommended)</td>
<td>After each class</td>
<td></td>
</tr>
<tr>
<td>6. 3 Module Tests</td>
<td>Oct. 6 &amp; 29 Nov. 26</td>
<td></td>
</tr>
<tr>
<td>7. 7 Bb Discussion Board Forums #’s 4 – 10; #’s1 -3 are optional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. BAL Projects Due</td>
<td>Oct. 20</td>
<td></td>
</tr>
<tr>
<td>8. Journal and Journal Summary Using Digital Drop Box for the Summary</td>
<td>Oct. 22</td>
<td></td>
</tr>
<tr>
<td>9. Integrating Project</td>
<td>Nov. 5</td>
<td></td>
</tr>
</tbody>
</table>
Rubrics for required written projects are attached.

### Discussion Board Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>4 points</th>
<th>3 points</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completed On Time</strong></td>
<td>Weekly entries</td>
<td>Two entries missing</td>
<td>More than 2 entries missing</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Each entry addresses the topic</td>
<td>Most entries address the topic.</td>
<td>Entries are not on topic.</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Engages with other students when possible.</td>
<td>Some engagement with others.</td>
<td>Little or no engagement with others.</td>
</tr>
<tr>
<td><strong>Thoughtful</strong></td>
<td>Comments reflect critical thought and serious engagement with the issue/s.</td>
<td>Some comments reflect serious thought and engagement with the issues.</td>
<td>Comments lack evidence of serious attention to the issue/topic.</td>
</tr>
</tbody>
</table>

### HSV 200 BAL Project Rubric

**Project Points: 30**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>30</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BAL is correctly calculated hour by hour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Time to establish sobriety is correctly calculated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Essay addresses what the student learned from completing the project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All three tasks are completed correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no more than three minor technical errors in the essay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than three tasks are completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are more than three grammatical errors in the essay.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student:

Points: /30
THE BEHAVIOR OF HABIT PROJECT RUBRICS

**Journal Process:** Students will indicate the date on which they made each weekly journal entry. Students must provide evidence of at least one weekly entry but may include more than one. The journal and the summary will be turned in at the end of the semester for review.

The Behavior of Habit Project is worth a total of 50 points: 6-10 for completing the journal, itself; 40 for the summary

**The Journal Record of Completion:** NB: Students are to present their journals each week for review. This is to begin not later than the fourth week of class. Since this is an eight week project, students who have not begun the project by week four no longer have the option to complete it.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Entry Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>2.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>3.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>4.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>5.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>6.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>7.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>8.</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

**The Journal: Criteria for Evaluating Entries:**

- **1** =10 points: Journal entries are up to date and sufficiently thorough.
- **2** = 8 points: Some journal entries are missing.
- **3** = 6 points: Some journal entries are vague, i.e. few specifics.
- **0** points: No journal entries were available for review. No further assessment is possible.

Journal Points Earned: _____/10

**The Journal Summary: 10-40 points**

1. 10 points: identifies the desired behavior change and the strategies used to change it;
2. 20 points: #1 + describes the effectiveness of each strategy;
3. 30 points: #’s 1 & 2 + discusses what the student learned about the challenges one faces when attempting to change habitual behavior;
4. 40 points: #’s 1, 2, & 3 + discusses how this insight (#3) enhances his/her understanding of addictive disease.

Journal Summary Points Earned: _____/40

Total Project Points Earned: _____/50
HSV 200 Rubric for Integrating Project
100 Points

Integrating Project (Program Goal 4; Cognitive Domain 5)

This project consists of the following tasks.

Task 1. Briefly summarize the view of addiction you held when this course began. 10 points

Task 2: Summarize what is meant by the claim that addiction is a disease of the brain. This portion of the project can and should be worked on in small groups. 20 points

Task 3: Summarize the challenges this claim encounters and the cultural values from which these challenges originate. Explain you own challenges and questions about addiction as a disease of the brain in relation to these broad and deep cultural values that insist that addiction is a moral failing. 10 points

Task 4: Have a conversation with at least two other persons not enrolled in the course about the claim that addiction is a disease of the brain. The conversation can be held with both persons at one time. Explain how you understand the claim that addiction is a disease of the brain. You are welcome to use any of the supplemental material posted on the Bb site for this course. Ask these two individuals to respond with agreement and disagreements and why, questions and concerns. Summarize the responses of these individuals to the claim that addiction is a disease of the brain. 20 points

Task 5: Conclude the project with an analysis of your own understanding of addiction, what new insights you have gained, questions you now have, issues that need further consideration and, most importantly, what you have learned about the importance of teaching young adults about responsible consumption of alcohol. 40 points
### SECTION 7: SKELETON COURSE SYLLABUS FORMAT AND SAMPLE SYLLABUS

The Rubric

<table>
<thead>
<tr>
<th>Tasks</th>
<th>1 10 Points</th>
<th>2 20 Points</th>
<th>3 10 Points</th>
<th>4 20 Points</th>
<th>5 40 Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90% needed for A</strong></td>
<td>9 Statement is clear and thorough; no mechanical errors</td>
<td>18 Summary is clear, thorough and convincing.</td>
<td>9 Summary presents challenges clearly and thoroughly.</td>
<td>19 The conversation and summary were thorough and presented without errors.</td>
<td>36 The analysis was insightful and well presented without errors of fact or mechanics.</td>
<td>90-91</td>
</tr>
<tr>
<td><strong>80% needed for B</strong></td>
<td>8 Statement is clear; some errors</td>
<td>16 Summary is somewhat thorough convincing.</td>
<td>8 Summary presents challenges with some clarity.</td>
<td>16 The conversation was somewhat thorough; some errors present.</td>
<td>32 The analysis was somewhat insightful and presented with few errors of fact or mechanics.</td>
<td>80-82</td>
</tr>
<tr>
<td><strong>70% needed for C</strong></td>
<td>7 Statement is somewhat clear; more than three errors</td>
<td>14 Summary lacks thoroughness and is only slightly convincing.</td>
<td>7 Summary is less than thorough and convincing.</td>
<td>14 The conversation as presented was less than thorough. Numerous errors in presentation.</td>
<td>28 The analysis lacked insight. Numerous errors in presentation.</td>
<td>70</td>
</tr>
</tbody>
</table>
There are two fundamental ways to effect curriculum change efforts in collegiate academic environments: (a) by getting departmental incumbents to “buy into” a new and decidedly innovative configuration of beliefs and values, and (b) by recruiting and socializing new people into the academic institution with an emphasis on those new beliefs and values. Organizational and curriculum change, as postsecondary educators have pointed out on numerous occasions, is a highly complex enterprise, a real challenge to comprehend, and due principally to it’s largely non-linear nature, almost impossible to deal with systematically, particularly when substantive elements associated with ethnicity, mental health, and substance abuse are introduced. Thinking conceptually, whether it be for analytical, strategic, or curriculum change purposes, is itself complex and unquestionably daunting. The following change initiative Web sites are designed specifically to address issues related to processes intended to foster effective change efforts. Users of these sites will acquire an additional resource that they may access regarding their attempts to facilitate curriculum components that reflect efforts at “ethnic-sensitive practice.”

Computer technology is a powerful tool for curriculum developers. With the click of a mouse, the curriculum writer can now access resources that once took multiple trips to the library and other sites. The change process is unsettling by its very nature. It is a source of comfort for those involved in planning and implementing change to be able to easily access the background information they need without undue stress. The Web sites listed below are interactive and provide basic information that can support and clarify the process of change and ease the way for the serious business of curriculum change.

The sites are as follows:
1. www.evergreen.edu/washcenter Washington Center for Improving the Quality of Undergraduate Education
2. www.breakoutofthebox.com/transchange.htm Transformational Change in Organizations
3. www-304.ibm.com/jct09002c/university/scholars/academicinitiative IBM Academic Initiatives
4. www.lfhe.ac.uk The Leadership Foundation for Higher Education

The second site will provide the user with a descriptive summation of participatory exercises centered on the process of change. The process of instituting curricula change efforts will facilitate the inclusion of ethnic-based mental health and substance dependence in university courses.
FACTORS AFFECTING INSTRUCTIONAL GOALS AND STUDENT PERFORMANCE OBJECTIVES

Four things observed to be true relating to instructional goals and student performance objectives. They should:

1. reflect inclusion of the institutional/program mission and goals and thus help support institutional effectiveness aims;

2. include content drawn from the most current program accreditation guidelines/requirements, thus proving to be relevant;

3. show an infusion of major concepts that are included on external standardized tests in the content area and in the format of the test; and

4. focus on what students are able to do with what they learn in the course (What are the learning outcomes? What is the student now able to do that he/she could not do before taking the course? Observable performances and production!).

Important Reminder:

**Instructional Goals:** “Broad and general” statements of ultimate aims and expected end results of the lesson.

**Student Performance Objectives:** “Specific action verbs” describing what students will be able to observably do after completing the lesson and learning experience.

Other Points Related to Instructional Goals and Student Performance Objectives:

1. Institutional and program mission and goals should be included in the course description or the course rationale. Evidence of institutional mission and goals in the course syllabus and specifics (for proving institutional effectiveness) are reflected through instructional goals and student performance objectives.

2. Student learning outcomes must be documented, and thus will provide evidence of institutional and program effectiveness.
3. Instructional goals and student learning objectives should directly relate and draw much of their content from external, standardized measures (tests) of learning outcomes and content recommended by professional standards organizations and program accrediting agencies.

4. Standardized test results are widely viewed as indicators of institutional and program effectiveness.

5. Course syllabi development is usually based on the following, relative to format, nature of contents and length:

   a. **Undergraduate course syllabi are more detailed**, specific, and guidance oriented with clear assignment guidelines, course policies, and evaluative guidelines for particular assignments (Length: 3-10 pages; focused on Blooms’ knowledge, comprehension, and initial application levels).

   b. **Masters-level syllabi tend to be directive** and much lighter on policy detail and specifications (Length: 3-5 pages. Bloom’s comprehension, application, and initial synthesis levels).

   c. **Doctoral-level syllabi tend to be “suggestional”** only with some guidelines on formatting specifics related to content and packaging (Length: 2-3 pages. Focused on Bloom’s synthesis and evaluation levels).
SECTION 10: PREPARATION OF STUDENTS FOR STANDARDIZED LICENSING

You, as the professor of a required course, can do a lot to help students prepare for passing standardized professional licensing tests! Include a course requirement that students complete literature searches to find and accurately cite materials that answer questions posed in the professional competencies, and thus prepare a study guide for the subject/field:

1. Request faculty volunteers to take the licensing tests to get an idea of what students encounter in the testing situation (many institutions pay for faculty to take the tests).

2. According to the number of competencies in the field, divide the competencies up and assign a set number to each student in the class.

3. Students find materials that address the competency, copy, cut and paste the material onto a page at the bottom of that competency, and include a full citation, including page numbers, immediately after (footnote).

4. Professor or graduate assistant “proofreads” the material for accuracy of content and then passes it on to the department secretary for typing and printing.

5. Distribute the Subject Area Study Guide to all students in the class, but plan to charge a modest printing costs fee ($3-5) to other students needing the study guide.

6. Have students and professors prepare study guides for each course that include major competencies from professional standards and on standardized licensing tests.

7. Award 10-15% of the final grade for this assignment! Also, have the potential “A” students and/or graduate students to develop 5-10 multiple-choice questions (or select questions from the course test manual) as sample test questions for each of the competencies included in the Study Guide. There should be twice as many practice test items as there will be on the actual test. The Practice Test Bank should be “weighted” at the same percentage of questions as the actual test.

8. Assign subsequent classes or students to “refine” or “revise” the Study Guide, and increase the bank of practice questions as needed or required by content changes.

9. Package these materials attractively, revise them as needed, and become the program that is “expert” at preparing students to pass the required standardized certification tests!

10. Sell these materials to other people who need them, and earn a little cash for the program!

11. Remember: Any class assignment that helps students learn what they need to know for proving their knowledge and skills in the field is a great assignment.
WHO ARE MY STUDENTS

-Confidential-

“TELL ME ABOUT YOURSELF”
An Information Gathering Instrument
Eugene Herrington, PhD and Ora Cooks, EdD

Hi: My name is __________________________ and today’s date is ________________________

My name means ____________________________

I am a native of (birth place) ____________________________

My race/nationality is _______________________ and my birth date is ________________________

My local address is ____________________________

My PH# is ( ) ______ - ________  My Email Address is ___________________________

I am employed by ____________________________  My Work PH# is ( ) ______ - ________

I have already earned this/these degrees ___ BA ___ BS ___ MA ___ MS ___ Other

I am pursuing the ________________________ degree in ____________________________

Related to this course, I already know a lot about ____________________________

From this course I hope to learn a lot about ____________________________

I learn best through ____________________________

My greatest strength is ____________________________

I am a Type A; Type B Personality ____________________________

As a part of work in this course, I hope I have a chance to ____________________________

A weakness I must overcome is ____________________________

Those who know me well say I am ____________________________

My uniqueness is that I ____________________________

Here’s something even those close to me don’t realize about me ____________________________

Use the space below, and the back of this page if needed, to share any other information you want me to know about you:
STUDENT DEMOGRAPHIC DATA FORM

- Confidential -

Today’s Date: ___________________

Name: ____________________________________________

SS#: _______ - _______ - _______ Local PH#: (____)_____-__________

Email Address: ______________________________________

Local Address: ______________________________________

Permanent Address: ____________________________________

Permanent PH#: (____)____-__________ Work PH#: (____)____-________

Birth Date: _________ Gender: ___M___ F Race/Nationality: _______________________

Degree Level: _______ BA/BS _______ MA _______ EdD/PhD _______ Other

If BA/BS-Level, your classification: _______ FR _______ SO _______ JR _______ SR

Major Field of Study: __________________________________

Total Hours Earned/To Date: ____________ Current Over-All GPA: ____________

Admission Requirements Status: _____ Met All _____ In Progress _____ Not Yet Met

External Test Scores: _______________________________________

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date Taken</th>
<th>Score</th>
</tr>
</thead>
</table>

Reason for enrolling in this course: ___Required ___Elective ___Other (specify):

Assigned Advisor: _______________________________________

NOTES/COMMENTS (use the back of this page if needed):

Your Signature: ________________________________________
SECTION 10C: MENTORING MASTER’S DEGREE CANDIDATES

This essay is written under the assumption that most undergraduate program faculty advisors provide orientation to their graduates on when and how to apply to graduate school. Therefore, we have omitted most references to the application process and proceeded directly to the nuts and bolts of Master’s level studies.

Working toward the Master’s Degree should provide some intensive and extensive preparation for passing advanced professional licensure examinations and other standardized tests that are required beyond the Bachelor’s Degree. This, of course, means students completing the Master’s Degree Program should be fully ready to take and pass national licensure examinations and related performance requirements. If full, professional, nationally recognized licensure is the focus of Master’s studies, then standards and competencies included in these documents should drive the curricula content, processes, and procedures in the course of study leading to the degree.

The following are some actions that have worked for us over the many years we have advised Master’s Degree candidates. This is by no means an all-inclusive list of everything the degree candidate needs to know and be able to do, but it is a start, and we ask for and will welcome additional tips, steps, and other information from our peers.

1. When choosing a school for Master’s Degree work, consider choosing a doctoral level university. Completing Master’s work at a university almost gives one automatic consideration for admission to a related doctoral program of study.

2. Call the department that houses the field of interest and find out which standardized graduate admission examination they require (e.g., Graduate Record Exam/General, GRE Field Specific, or Miller Analogies Test).

3. Make plans to take the test (on the computer) as soon as possible to meet deadlines for fellowships and other financial aid (October/December).

4. Ask for any and all information on financial aid available in the field of study. In most cases, people with professional experience qualify for positions as graduate teaching and/or research assistants, which can cover the cost of 1-2 courses per semester and can also include a salary.

5. Go online and apply for fellowships sponsored by national and local foundations and corporations that are affiliated with the field of study. There are hundreds of fellowship and grants available from foundations and corporations.
6. Choose a university whose program has long-time and consistent ties to potential employers. These university programs usually have advisory councils with representatives from agencies that employ their graduates.

7. Find out what research areas the program professors are pursuing. Try to meet one or two of the professors before committing to the program. The idea is to know that there is an opportunity to start “a professional research agenda” while pursuing Master’s studies and also that the professors are willing to allow a student to work with them on their research projects.

8. The candidate should start work on improving keyboarding skills (maybe take a keyboarding short course)! Speedy and accurate keyboarding might determine a pass or fail on The Comprehensive Examination.

9. Secure and carefully review the Recommended/Suggested Plan of Study for the particular Masters’ program in which you are interested. Carefully review the Required Core Courses. These courses are usually the ones from which the contents of The Comprehensive Examination are taken. Every Master’s candidate must pass the written comprehensive examination and, at some universities, an oral comprehensive examination as well.

10. We believe it is best to take the Required Core Courses first, especially those whose content will be included on The Comprehensive Examination, and save all course materials!

11. In any and all courses whose content will be included on The Comprehensive Examination and professional licensure exams, ask the course professor for study questions or a list of major course concepts that might possibly appear on these exams.

12. Create a portable file for course material from each Required Core Course; this will serve you well when it is time to study for the comprehensive and licensure examinations.

13. File and keep the syllabus, guidelines, handouts, term papers, and other resources from every course taken in the Master’s Program of Study.

14. While doing course work, the candidate MUST start compiling a study guide for The Comprehensive Examination and a study guide for the professional licensure examination!
15. Once the study guide for The Comprehensive Examination and the study guide for the professional licensure examinations are completed, work on making up practice tests on each. Make sure the practice tests are in the appropriate format and extensive enough to be an effective practice experience.

16. During readings for course requirements, be sure to start learning the names of the expert researchers, theorists, and authors in the field, the titles of their most noted books, the years of publication, places of publication, and publishers (all of the information needed to provide a complete citation when the candidate responds to questions on The Comprehensive Examination)! Candidates MUST learn literary source information in their fields of study; if not, it is doubtful they’ll be able to pass The Comprehensive Examination!

17. If the Master’s Degree candidate already has professional experience in the chosen field and might possibly have future aspirations to pursue doctoral studies, we strongly urge completion of a Master’s Thesis in lieu of approximately 6 semester hours of course work. In some cases, the candidate will be approved to complete a 6 semester hour research project and THEN be given an additional 6 semester hours credit to write the Master’s Thesis resulting from that project! That is truly significant for a working professional! That’s 12 semester hours of course credits where one does not have to attend a bi-weekly or weekly class meeting!

18. Once the candidate commits to completing a Master’s Thesis, the next step is to select a research topic as early in the program of study as possible, that way a lot of the literature research can be done by choosing to do course term papers on the topic of the candidate’s thesis.

19. Early in the program of study, the candidate should talk with an advisor about possible research topics and whether professors allow candidates to pursue a specific topic from their research. At top 20 doctoral research universities this is pretty much par for the course! Students are expected to assist with and work on professors’ research projects and write papers on that work!

20. Most professors, if asked, will allow students to choose term paper topics. If the candidate has chosen a thesis topic, much of the preliminary research and literature review can be completed during researching and writing course term papers and with other regular course assignments.
21. After the candidate has taken some courses and gotten to know some of the professors, one to three professors should be asked to serve on the Master’s Thesis Committee; then the candidate should select a strong chair from among the three committee members. A strong chair will direct and lead the research and thesis writing process and handle communications with the committee members.

22. The candidate should take care to select Thesis Committee members from among that elite group of faculty who are known for “dotting every ‘i’ and crossing every ‘t’,” that is, faculty who actually read the papers submitted to them! This is crucial!

23. Try to avoid selecting faculty who have strong and ongoing philosophical difference to serve on the same thesis committee, this will definitely hinder the time and trouble the candidate will have to go through in completing the thesis.

24. Once the candidate starts work on the thesis, all actions should be handled by the Thesis Committee Chair, who will make sure the proposal is circulated for review and comment, that meeting dates, times, and places are set up, and all other matters related to the research project and thesis are attended to.

25. The candidate should request permission to tape record Thesis Committee meetings for verbatim retrieval and accuracy in following directions and recommendations.

26. Seek opportunities to present course research papers at professional conferences and in the wider local community. This will enrich the professional resume.

27. Make sure each version of the thesis paper looks like the “final copy.” At this level of study, a rough draft should not look like a rough draft!

28. Be willing to pay for professional help with the preparation of required papers for the Master’s program. Pay a proofreader to edit the paper for writing errors, and a professional to format and keyboard the Master’s Thesis.

29. Work closely with the Thesis Committee Chair to completely and accurately incorporate all recommended changes into the final paper.

30. Lastly, pray that members of the Thesis Committee are compatible in their desire to help the candidate succeed in completing all requirements for the degree!
SECTION 10d: MENTORING DOCTORAL DEGREE CANDIDATES

A mentor is defined as a “wise and loyal friend, advisor, teacher, or coach.” The mentor’s aim is to guide and direct the person in initiating and completing a task as accurately, with as higher a quality, and as little stress as possible under the circumstances. Important acts of mentoring are being accessible, responsive in a positive way, down-to-earth, and offering encouragement. The mentor offers helpful tips on efficient ways of doing a good job and finishing expeditiously. The following are some tips graduate students have found to be most helpful in their postgraduate studies:

1. Go online and research fellowships available to doctoral students in your field. Look for charitable foundations (Ford, Rockefeller, Kellogg, Gates, etc.) that offer graduate fellowships, as well as government agencies (U.S. Department of Education, SAMHSA, APA, etc.).

2. Be professional in your approach to your work at all times. Be calm, dignified, and cooperative in working with professors, advisors, and/or committee members.

3. Select a thesis topic early in your studies. Decide on a topic of major concern in your field or of interest to you. Go to the Dissertation Abstracts (1-2 page abstracts) and review the research on the topic in the last 3-5 years. Note the findings and recommendations for further study. This will support the rationale and justification for your research on this topic.

4. As you pursue course work and attend program events, get to know the professors. Find out who has interest and expertise in your research area. Select and ask three (three: ideal, maximum five!) professors to serve on your Qualifying Committee.

5. Always prepare and present drafts of any work as though it is the final product! Drafts should look like the finished product (style, format, margins, packaging, etc.). Use the style manual or even better, go to the library and check out a dissertation done in the acceptable style and format.

6. Carefully review your Planned Program of Study. Note particular content areas that are included on The Comprehensive Examination. Ask those course professors for study questions and recommended references on major concepts to study for The Comprehensive Examination.
SECTION 10d: MENTORING DOCTORAL DEGREE CANDIDATES

7. Aim to complete Chapters 1 and 2 of your dissertation during your course work. Select topics and write course papers on aspects of your thesis or dissertation topic! This enables you to complete the overview and/or introductory chapter and the critically important Chapter 2 of your paper while completing course work.

8. Some professors believe that Chapter 2: Review of the Literature is the most important chapter of the thesis since it shows that the writer is cognizant of the most influential contemporary and classic research and writings on the topic under study. Develop Chapter 2 carefully.

9. Select at least one “very critical” professor for your committee. You want to handle critical challenges early on, not at the end of the work where going back and re-writing becomes required.

10. Work on your diplomacy skills! Be constantly aware that you want your committee to work with you on getting the research put together in a way that will make them proud to be on your committee. Be forthright. Request their guidance and direction in getting things right on the first try.

When suffering from inertia or idleness, look through your Alumni Directory and note all the people you know who hold doctoral degrees and are no smarter than you! Get motivated! Finally, two of our prime roles are those of motivators and encouragers. Our most effective act is to stay in touch with students we mentor. We view a setback as a setup for success, so no whining allowed! We truly believe in the students who have sought us out and whom we agreed to guide and direct. They are us, as we were, and we are them in the near or distant future.
SECTION 11: TIPS FOR NEW, TENURE-TRACK PROFESSORS

In these times of “attack” on tenure, it is extremely important for “new” tenure-track faculty to avoid wasting time and energy on activities that will not count for much in the tenure process. The tips presented here were gathered from our years of experience in academe, during which we have served on college/university faculty handbook committees, academic standards/promotion and tenure committees, and maintained membership in The American Association of University Professors (AAUP), “the” professional organization for professors. Reflecting on these experiences, we have tried to summarize some of the important activities new tenure-track faculty should pursue.

1. Probably one of the most important first steps new faculty can take (to gain factual and proven knowledge of how academe works) is to join The AAUP and to order and review The AAUP Redbook (formal name is, *The AAUP Policy Documents and Reports*). The AAUP Redbook is the definitive source for valid and reliable facts, policies, and procedures on all aspects of the professorate in American colleges and universities, including HBCUs.

2. Request a copy of the college or university’s faculty handbook immediately after receiving your appointment or during the New Faculty Orientation Workshop. The faculty handbook is an essential part of your contract with the institution. It sets out the terms of your employment, rules governing your conduct as a professor, and many other policies and procedures that affect what you are able to do, when, why, and how.

3. Secure and review a copy of *The Academic Policies Handbook* (usually given to students each year). There are rules and regulations in this document that affect what you can and cannot do relative to students and course work.

4. Faculty Handbook Committees at progressive colleges and universities in America incorporate the policies and principles of The AAUP Redbook in their faculty handbooks, by citation or verbatim inclusion (see the section of Academic Freedom and Tenure). For HBCUs, Clark Atlanta University’s 1993 Edition of its Faculty Handbook is an excellent, well thought-out and organized document that incorporates the policies and principles of AAUP.

5. Join and maintain membership in your specialty area professional organization. Volunteer to chair or co-chair a subcommittee.
6. Be careful and deliberate in choosing to which activities (other than those directly related to scholarship/research, teaching, and academic service) you will devote time and energy. Working with the college’s homecoming planning committee might be fun, produce high visibility on campus, and prove very beneficial in building positive relationships with students, but it does not get you a lot of points on the rating scale for Tenure Review during the fourth year of your contract or later when you are up for promotion to a higher rank.

7. Get to know senior, tenured faculty members. Give them the opportunity to get to know you by seeking to work on committees with them. If you are fortunate enough to have a tenured faculty member ask you to join an academic-related committee or task force, even if you are very busy, say yes and then make time to complete your part of the work on time and in good form. These are the people you will need letters of recommendation from for your Tenure and Promotion Portfolio. When in doubt about what to do when working with senior colleagues, follow the five-step mantra our grandmothers taught: Be present, be on time, listen, pay attention, and follow directions!

8. Observe senior faculty and then pick one to ask to be your mentor professor. Senior members of faculty have intimate knowledge of the “political” environment and the people and are valuable sources of cautionary and preventive guidance.

9. Stay mindful of the political climate or environment, which is usually set by the top administrator(s) and the people elected and/or appointed to chair standing decision-making groups (the academic council, university senate or faculty senate/assembly, academic standards/promotion and tenure committee, faculty handbook committee, faculty evaluation task force/committee, etc.).

10. The political climate and environment include the stance the institution’s leadership takes toward the practice of Academic Freedom and “shared governance” (AAUP) and/or “participatory governance” where the faculty must have formal roles and functions in decision making on all bodies related to governance of academic affairs, student affairs, and the administration of the academic programs.
11. The political environment also includes the manner in which senior faculty orientate and integrate new faculty into the academic community. This includes how new faculty are welcomed and the ways in which they are invited to become involved in the academic life of the program and college or university.

12. Learn who the influential people are and make an effort to get to know them. Especially get to know committee chairs who were elected by and from the faculty to serve on decision making bodies. Elected faculty usually try to represent the needs and desires of the academic programs, faculty, and students. Get to know faculty members who communicate academic, faculty, and student concerns in the arenas where they are most likely to get definitive actions and positive results. Real faculty leaders are straight forward in speech and courageous in actions.

13. Spend some time outside of your program, department, and school location. Go to college/university-wide events and programs where you can meet faculty outside your professional discipline and establish supportive relationships.

14. At all costs, please avoid acting and speaking like a contemporary “know-it-all!” Before making recommendations, ask if the faculty has tried the idea of whatever it is you are about to recommend (most times they have tried it!).

15. Please avoid delivering lengthy points of view/opinions during faculty meetings. It’s still the way our grandmothers taught us: “When you’re young, new to the situation, and maybe inexperienced, it is best to be seen and not heard until called upon.” This is not to say you should sit silently for months, but rather to strongly recommend that, to earn respect, you need to be thoughtful and show serious foresight before holding forth on an issue.
16. As a new, tenure-track faculty member, you will be required to prepare, organize, and submit a Tenure Review Portfolio during your third year of employment to be reviewed during your fourth contract year. If the academic pursuits documented in your portfolio are inadequate for gaining tenure before your seventh contract year, the Tenure Review Committee will make recommendations on what is needed and the committee chair might also meet with you to review the findings. If the recommendations are not met, it is unlikely that tenure will be granted at the end of your sixth year contract and you will be issued “a terminal contract” for your seventh year of employment.

17. The Tenure Review Portfolio must include documented proof of what you have done, where, when, how, and with whom (Ask permission to borrow and review a senior faculty’s tenure/promotion portfolio, or check the reference or archival section of the college or university library for one.). Preparation and submission of the portfolio is required during your third contract year and is reviewed in time to recommend whether you are meeting requirements for continuation in a tenure-track position during your fourth year. If the academic pursuits documented in the portfolio are grossly below standards, you will be issued a terminal contract for the fourth year of employment.

18. At many schools, tenure is only granted after promotion to the rank of Associate Professor; however, at what rank tenure is granted depends on the academic specialty area and the size and focus of the college or university.

19. Seldom is tenure and promotion granted at the same time. Usually, this only happens if agreed upon during contract negotiations or where the faculty member has given objectively documented superb work in all three tenure/promotion areas of work.

20. Following this page are some guidelines for preparing and submitting your Tenure Review Portfolio and Tenure/Promotion Portfolio. These guidelines are not all inclusive, so we still strongly urge you to borrow and review a successful portfolio submitted by a faculty member at your college or university.
SECTION 12: THE TENURE REVIEW PORTFOLIO AND THE TENURE/PROMOTION PORTFOLIO

OVERVIEW

One of the biggest hurdles new faculty members confront is the preparation and submission of the Tenure Review Portfolio. If the fourth year tenure review is successful, there is then the task of preparing the Tenure and Promotion Portfolio during the fifth year for submission during the sixth year in order to be evaluated for tenure by the end of the seventh year of employment. If the sixth year portfolio is unsatisfactory, the faculty member receives a “terminal contract” for the seventh year and that is the end of the faculty appointment at that college or university.

Faculty Search Committees usually look closely at how long a faculty member held each previous faculty appointment. If the faculty member changed jobs after four years that indicates the inability to successfully meet the Tenure Review criteria. If the faculty member changed jobs after seven years, that indicates a lack of success in meeting promotional rank and tenure criteria. It is important to note on your resume whether you were promoted and/or tenured during your last faculty appointment.

Preparing the Tenure Review Portfolio and the Tenure/Promotion Portfolio

General Information:

• Acquire and consistently use a Week-At-A-Glance Date Book that is at least 5x8 in size, with a lettered/indexed address section at the back, and a full page for each day’s notations. Daily log in every work-related program, event, activity, meeting, committee, advisement conference, and class activities and assignments in the book.

• Maintain your weekly date books! File the date books in your “documents box” at the end of the year. You will need to use them for retrieving important activity information as you prepare the Summary Statements for each section of the Portfolio.

• Purchase and use a medium/large-sized cardboard carton/box to keep copies of documents given to you from groups, agencies, and/or individuals with whom you have completed academic-related work. File and organize other programs, letters, pamphlets, booklets, DVDs, CDs, or computer discs. Organize these documents in a container in the order you received them for systematic portfolio maintenance (last or most recent activities first, going back 3-5 years with the oldest activities put in at the end of the section).
• Storing your documents cardboard box at home can be a great idea. At home is probably where you will do a great deal of the work in preparing the portfolio. It can be a long and time-consuming task.

• Complete work can take up to a full semester to prepare the portfolio and, at most schools, you will not get “release time” to prepare it, so plan accordingly and start early.

• Prepare and package portfolio documents. Inquire whether your school has specific requirements for the type of container in which you must submit your materials (i.e., loose-leaf notebook or no specific requirement).

• Work within the limited or no specific requirements for the portfolio container. It is recommended that you use a full-sized, plastic, portable file box. This is actually easier to organize and also easier for Tenure Review Committee members to handle and transport. You want to make the Portfolio as “user friendly” as possible!

• Organize the Tenure Review Portfolio into a Preliminary Documents Section. This section should include your cover letter to the committee and your full, updated Curriculum Vitae. Check your college or university’s faculty handbook for specifics.

• Organize the Preliminary Documents Sections into the three main areas/sections. These sections are critical and comprise the evaluation criteria. The three sections, with evaluation criteria scored on a weighted, 100% scale are:

  1. Scholarship/Research, 30-50%
  2. Teaching/Advising, 40-30%
  3. Service, 30-20%

• The weight of the sections is determined by which of the three areas comprise your greatest workload. Some professors negotiate their workload in contractual negotiations and others’ work-load is determined by the professor’s specialty-area or student and program needs. Either way, the workload will be weighted for evaluation as primarily Scholarship/Research, Teaching, or Service. For example, if you have a large, outside-funded grant to administer, the Scholarship/Research Section will probably be weighted at a minimum 50%; whereas, if your workload consists of teaching three undergraduate classes, a graduate course, and undergraduate advisement, the larger weight will be for Teaching/Advising.
SECTION 12: THE TENURE REVIEW PORTFOLIO AND THE TENURE/PROMOTION PORTFOLIO

- Choose and designate how these sections will be weighted. Professors can contract to be primarily “research professors” or “teaching professors.” The best way to find out how your school handles this is to ask for the weights you desire and then prepare your Portfolio accordingly.

- Color-code the sections of your Portfolio (i.e., Preliminary Materials-Green; Scholarship/Research-Red; Teaching/Advising-Yellow; Service-Blue).

- Use color-coded hanging file folders for each section of the Portfolio.

- At the front of each hanging file folder for the sections, include a color-coded, numbered, 8½ x 11 inch folder to house your Introductory Summary Statement for the section. Consecutively number each 8½ x 11 inch folder that houses documents in a section (You might end up with 20-30 folders, but if that is needed, that is what you should do!).

- Letters of support for your Portfolio are usually best housed in the Preliminary Documents folder that follows the one containing your Curriculum Vitae. You may put other supportive documents in the Preliminary Documents Sections.

- Request and file in your cardboard box, letters from agency personnel detailing your contributions to their programs, immediately after completing the work.

- Update your Curriculum Vitae or resume immediately after completing new work.

- The following specific work tasks seem to count for the most points (0-100) in the Tenure Review and Tenure/Promotion process. These lists “are not all inclusive,” but are fair estimations of the types of work that counts the most in each section:

  **Section I: Preliminary Documents** (can be weighted by the committee):
  - Curriculum Vitae or resume
  - Letters of support
  - Other supportive materials (e.g., thank you cards from students)

  **Section II: Scholarship/Research**, 30-50% (this is not all-inclusive):
  - Funded research grants or books
  - Articles published in research journals
  - Presentations at national/international conferences
  - Mass Media work (TV appearances, radio interviews, newspaper articles)
  - Workshop presentations or the training of other professionals
  - Presentations at regional conferences
  - Developing and implementing conferences in the specialty area
  - Specialty-area related work with local community groups
Section III: Teaching/Advising, 40-30%:
- The number of undergraduate and graduate courses assigned
- Student performance on standardized tests related to your area
- Whether research is included in courses you teach (Your research agenda should have been established or be a continuation of your dissertation research).
- Unusual and innovative student projects (e.g., production of a TV program)
- Starting a new pre-professional club or honor society
- The variety of “applied” course learning activities for students

Section IV: Service, 30-20%:
- Elected or appointed to office in a national professional association
- Chair a major committee or sub-committee of a national association
- Chair/Co-Chair or membership in college/university-wide committees
- Chair/Co-Chair academic program or department committee
- Presentations to the wider, local community
- Leadership in local civic associations
- Leadership in other membership groups
SECTION 13: Teaching Tips

This section provides motivational teaching tip gems that will sustain positive attitudes when life is working and when life seems as if it is not working. These tips are designed to allow the scholar to view breakdowns (challenges) as stepping stones to great breakthroughs.

- Discover your teaching niche.
- Structure your personal research into your academic calendar, and diligently devote quality time to researching.
- Monitor your daily working hours.
- Take quality time off for yourself.
- Schedule in regular rest and relaxation.
- Remember that your deeds speak louder and far better than anything you can say.

To make people like you:

Rule #:  
1. Become genuinely interested in other people.  
2. Smile.  
3. Remember that a person’s name is, to that person, the sweetest and most important sound in any language.  
4. Be a good listener. Encourage others to talk about themselves.  
5. Talk in terms of the other person’s interests.  
6. Make the other person feel important—and do it sincerely.

Winning people to your way of thinking:

Rule #:  
1. The only way to get the best of an argument is to avoid it.  
2. Show respect for the other person’s opinions. Never tell a person that he or she is wrong.  
3. If you are wrong, admit it quickly and emphatically.  
5. Establish an agreeable situation immediately.  
6. Encourage the other person to do a great deal of the talking.  
7. Show willingness to “share” ideas so each person can take ownership.  
8. Try honestly to see things from the other person’s point of view.  
9. Be sympathetic with the other person’s ideas and desires.  
10. Appeal to the nobler motives.  
11. Dramatize your ideas.  
12. Throw down a challenge.
LESSONS IN TEACHING FROM PARRIS ISLAND

Parris Island is the main training site for the U. S. Marine Corp. Young men and women who have enlisted in “The Corps” are stationed on Parris Island for basic training. While there, these youngsters are taught lessons that, based on personal memoirs, influence them for the rest of their lives. According to Ricks, these 18-24 year old men and women enter basic training at Parris Island as raw recruits and leave as “self-assured, responsible, courageous leaders.” Ricks followed a group of recruits through boot camp and after. He wanted to learn “What is it about the Marine Corp that makes it so successful in transforming teenage boys and girls into responsible, confident men and women?” The following is a synopsis of what he learned and what we can learn from the Marine Corp experience:

**Paraphrased Marine Corp Creed:**
*First I give myself up for dead, then if anything less happens I’m ahead of the game.*

**Ricks’ Lessons learned from Parris Island:**
1. Tell the truth.
2. Do your best, no matter how trivial the task.
3. Choose the difficult right over the easy wrong.
4. Look out for the group before you look out for yourself.
5. Don’t whine or make excuses.
6. Judge others by their actions and not their race.

Source: *Parade Magazine*, November 9, 1997
Referencing Thomas E. Ricks, author of *Making the Corps*
A lecturer, when explaining stress management to an audience, raised a glass of water and asked, “How heavy is this glass of water?” Answers ranged from 20g to 500g.

The lecturer replied, “The absolute weight doesn’t matter. It depends on how long you try to hold it. If I hold it for a minute, that’s not a problem. If I hold it for an hour, I’ll have an ache in my right arm. If I hold it for a day, you’ll have to call the paramedics. In each case, it’s the same weight, but the longer I hold it, the heavier it becomes.”

He continued, “And that’s the way it is with stress. If we carry our burdens all the time, sooner or later, as the burdens become increasingly heavy, we won’t be able to carry on.”

As with the glass of water, you have to put your burdens down for a while and rest before holding them again. When we’re refreshed, we can carry on.

So, before you return home tonight, put the burden of work down. Don’t carry it home. You can pick it up tomorrow. Whatever burdens you’re carrying now, let them down for a moment if you can. Relax; pick them up later after you’ve rested. Life is short. Enjoy it!

And then he shared some ways of dealing with the burdens of life:

• Accept that some days you’re the pigeon, and some days you’re the statue.
• Always keep your words soft and sweet, just in case you have to eat them.
• Always read stuff that will make you look good if you die in the middle of it.
• Drive carefully. It’s not only cars that can be recalled by their Maker.
• If you can’t be kind, at least have the decency to be vague.
• If you lend someone $20 and never see that person again, it was probably worth it.
• Your sole purpose in life may be simply to serve as a warning to others.
• Never buy a car you can’t push.
• Never put both feet in your mouth at the same time, because then you won’t have a leg to stand on.
• Nobody cares if you can’t dance well. Just get up and dance.
• Since it’s the early worm that gets eaten by the bird, sleep late.
• The second mouse gets the cheese.
• When everything’s coming your way, you’re in the wrong lane.
• Birthdays are good for you. The more you have, the longer you live.
• You may be only one person in the world, but you may also be the world to one person.
• Some mistakes are too much fun to make only once.
• We could learn a lot from crayons. Some are sharp, some are pretty and some are dull, some have weird names, and all are different colors, but they all have to live in the same box.
• A truly happy person is one who can enjoy the scenery on a detour.
The course *Best Practices in Online Teaching* was offered through the HBCU-NRC on Substance Abuse and Mental Health for faculty interested in developing courses to be delivered online. The class utilized Blackboard and provided five weeks of instruction on how to teach online courses. Relying on active interaction through the discussion forums, faculty explored the basics of what are considered to be the best practices in online teaching and learning.

The following is a list of Web sites that contain a wealth of additional information on this topic. Please view the enclosed CD for links to the Web sites. If you have questions about this course or any of the material, please feel free to contact Dr. Iris Wilkinson at zzwilk@aol.com or by phone at 785-841-7050.

**Distance Education: Guidelines for Good Practice**
http://www.aft.org/higher_ed/pubs-reports/reportslist.htm

**Quality on the Line: Benchmarks for Success in Internet-based Distance Education**
http://www2.nea.org/he/abouthe/images/Quality.pdf

**An Online Course in a Nutshell**
http://www.ion.uillinois.edu/resources/tutorials/overview/nutshell.asp

**Lessons Learned Teaching Online**
http://www.elearnspace.org/Articles/lessonslearnedteaching.htm

**Online Pedagogy: Theories and Best Practices**
http://www.tn.regentsdegrees.org/faculty/pedagogy.htm

**What Makes a Successful Online Facilitator**
http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructorProfile.asp

**How to Succeed in an Online Course: Study Skills and Survival Tips**
http://www.distancelearning.org/howtosucceed.html
Historically, storytelling has been used as a teaching strategy to engage learners. Stories are used in a variety of disciplines as a means of sharing practical knowledge and exploring values. The use of stories creates a powerful connection between student and instructor, especially with adult learners. Storytelling provides a means of evaluating a student’s critical thinking and research skills through the use of case studies, role plays, circuitual incidents and simulations. Stories educate as a tool of transformation engaging the learner with new ideas, broader perspectives and the possibility of change. Sitting around the table telling stories has been a form of teaching and learning as far back as our collective memories serve us and in virtually every culture around the world.

To be a person is to have a story to tell.

—Isak Dinesen
(Danish writer, Karen Blixen, known for Out of Africa)

ARE YOU A GOOD STORYTELLER?

It is your birthright to be a good storyteller. In a sense, your life is a story and you are already telling that one perfectly. As an educator, you have all the stories to tell about your subject.

My Story:
I come from a long line of storytellers. Storytelling was considered to be a basic skill which gave you status in the family. So when I started teaching at the university, I just naturally told stories. When I received a Fulbright to teach in Moscow, Russia, I realized that much of what I wanted to share was lost in translation. However, when I turned the subject into a story, it was understood. This is when I first began to give some thought to the value of storytelling as a teaching tool. Now I use fiction, poetry, biographies, short stories, film, case studies, metaphors, and songs.

THE NARRATIVE PERSPECTIVE

Narrative is a way that people make meaning of the world around them. The word “narrative” means “story” and comes from the Latin root “to know.” Given the importance of narrative in the human experience, we can begin to appreciate the power of stories in teaching and learning. Educators not only tell stories about the subject, they tell the story of the subject knowledge itself.
NARRATIVE THERAPY

Narrative therapy assumes that events (stories) in our lives are ways in which individuals construct meaning through interactions and experiences largely influenced by family, culture, and society. Narrative therapy also assumes that individuals’ lives, including their relationships, contain the stories they hear and tell about their lives. When individuals tell and retell their stories (with the assistance of teachers and therapists) their stories evolve into increasingly meaningful and healing constructions.

Hence, the inclusion of storytelling takes on a professional therapeutic construction and can play a major role in assisting individuals release old penned-up narratives that may no longer have positive meaning and in reverse may continue to haunt them for life. However, it is through this sense of storytelling – as oral history – that we reveal our values, expectations, hopes, and fears. A story can become a way for a client or student to become both participant and observer in order to find new solutions or breakdowns barriers and other breakthroughs to success.

STORIES AND LEARNING

The use of stories is pervasive in adult education practice. Case studies, critical incidents, role playing, and simulations are among the story-based techniques mentioned frequently in the literature. Storytelling is commonly used in literacy, English as a Second Language, and transformative education.

Stories are effective as educational tools because they are believable, memorable, and entertaining. Educational programs that aim to foster tolerance, appreciation of diversity, and a capacity for perspective taking draw upon this dynamic of story.

THE LIFE STORY

The connection between the construction of the life narrative and transformational learning is increasingly clear. The transformative dynamic of the self story lies in the profoundly empowering recognition that one is not only the main character but also the author of that story. Can your students tell a story about how the study of art history has changed their life? Could students in a biology class tell a story about their experiences in the natural world?
SIX STORIES

I. Who I Am Stories
The first question students ask themselves the minute they arrive in the class is...who is this person? Will I be able to learn from this person? So, the list of credentials is impressive, but telling a story makes you real and human. I often tell about the first exam I ever gave. I was soooo nervous! After I handed out the exam, a student in the back of the class stood up, shrieked, crying and ran out of the room! I chased her down and shared how scared I was to give my first exam and she shared how scared she was to take her first college exam!

II. Why I Am Here Stories
Students what to know why you are a teacher. Why are you teaching French? Why are you teaching psychology? Why are you teaching at this particular university? I tell the story about how I grew up during the Civil Rights movement and the Vietnam War. I wanted to make the world a better place to live and found that through teaching people to work in social services, I could create some of the changes that I wanted to see in the world. This relates nicely to the Vision Story.

III. My Vision Story
Students want to know what you want them to know. What are your goals for the course? What do you hope to accomplish? What do you hope they will accomplish? What are the learning outcomes for the class? My grandfather was a brick mason. He tells the story of the three bricklayers. When asked, what are you doing? The first said...I am laying bricks. The second said...I am building a wall. The third said...I am building a cathedral! Students want to learn from brick mason #3.

IV. Teaching Stories
Teaching the what and the how of your subject comes alive through stories. If you are teaching aeronautical engineering and explaining that a seaplane is an airplane designed to take off from and land on the water, your teaching story will include how seaplanes work, how they are used, and maybe even some stories about the University of the Solomon Islands’ use of seaplanes to deliver educational materials to students living on remote islands (there is more to this story...catch me after the session!).
V. Values in Action Stories

The best way to teach values or ethics is by example. The second best way is through a story which teaches by example. If you are teaching journalism, you can tell the story (the history) of how the term “yellow journalism” developed to describe the practice of sensationalizing stories to boost circulation.

VI. “I Know What You are Thinking” Stories

One of the best ways to use stories is to dispel fears. Before you start teaching a particularly difficult subject, tell the class about the time you were in “the class from hell” when you were a student. A professor once started class with, “I am a statistician and this will be the most boring one hour of your life.” He then told some silly story about how his last class needed resuscitation. The students loved it. He read their minds, zeroed in on the major fear—“this is going to be boring”—and dispelled that fear with a story.

Storytelling is not rocket science. It is very easy and an incredibly rewarding to practice.

Reflect: What did you learn or find interesting?

Connect: What meaning did you make of discussion? In other words, can you make any connections between this information and personal or professional experiences?

Project: What could you do with this information? How could you apply it to personal or professional contexts?
Best Practices asserts that there is a process or a method that has been proven to be effective at reaching effective outcomes. Evidence-based Research purports that decision-making is best supported by sound research, sound theory and relevant empirical evidence. Model Programs are outcomes of best practices and evidence-based research. These three concepts can be viewed as buzz words for balancing acts between the use of sound research, sound theory and relevant empirical evidence. Such practices allow for current and sound outcomes. These approaches ensure that curriculum development scholars remain current with the latest research literature. Examples of evidence-based research projects are as follows:

- SAMHSA, CSAT’s Addiction Technology Transfer Centers (ATTCs) (http://nattc.org). The ATTC network transmits the latest knowledge, skills and attitudes of professional addiction treatment practices. Their goal is to enhance clinical substance abuse practice. Their section on Licensing and Certification requirements.

- SAMHSA, CSAT’s Addiction Technology Transfer Centers (ATTCs) (http://www.nattc.org/getCertified.asp) provides basic information on a variety of state, national, and some international bodies that offer licensing & credentialing for drug and alcohol counselors.

- SAMHSA, CSAT’s Inventory of Effective Substance Abuse Treatment Practices (http://csat.samhsa.gov/treatment.aspx). This organization’s goal is to assist potential applicants with the treatment of substance abuse disorders.

- The Institute for Research, Education and Training in Addictions (IRETA) (http://www.ireta.org). The goal of this institute is to offer resources focused on implementing evidence-based (EDP) and best practices in addiction treatment.

- SAMHSA, National Registry of Evidence-based Programs and Practices (NREPP) (http://www.nrepp.samhsa.gov) is voluntarily reporting and rating information approach on the scientific basis and practicality of interventions that prevent and/or treat mental and substance use disorders.

- SAMHSA, Co-Occurring Center for Excellence (http://coce.samhsa.gov) fosters the infusion and adoption of evidence- and consensus-based treatment and program innovation into clinical and organizational practice.
• The National Child Traumatic Stress Network (http://www.nctsnet.org) offers some of the clinical treatment and trauma-informed service approaches implemented by National Child Traumatic Stress Network Grant sites.

• NIDA for Teens: The Science Behind Drug Abuse: Mind Over Matter – Teacher’s Guide (http://teens.drugabuse.gov/mom/) is an excellent Web site produced by the National Institute on Drug Abuse and the National Institutes of Health for educating parents and students on how the brain (brain anatomy) is effected from the use of drugs.

• The National Guideline Clearinghouse, AHRQ (http://www.guideline.gov/) is a comprehensive database of evidence-based clinical practice guidelines and related documents.

• The Suicide Prevention Resource Center (SPRC) (http://www.sprc.org) is a collaboration between SPRC and the American Foundation for Suicide Prevention (AFSP) to identify and classify effective suicide prevention programs through a structured, multi-disciplinary review process.

• National Strategy for Suicide Prevention is a collaboration effort of SAMHSA, CDC, NIH, HRSA, and IHS (http://mentalhealth.samhsa.gov/suicideprevention). This organization reports on the cost of suicides to the nation.

• SAMHSA’s National Mental Health Information Center for Mental Health Services (http://mentalhealth.samhsa.gov/cmhs/MentalHealthStatistics/) provides guidance and technical assistance to decision makers at all levels of government on the design, structure, content, and use of mental health information systems, with the ultimate goal of improving the quality of mental health programs and services delivery.


• SAMHSA’s Technical Assistance Bulletins (TABS) (http://ncadistore.samhsa.gov/catalog/results.aspx?topic=101&h=drugs/) The TABS are best practice guidelines that provide training structure for introducing professionals to the latest mental health and substance abuse concepts and technical treatment modalities.
SECTION 16: INCORPORATING BEST PRACTICES IN SUBSTANCE ABUSE AND MENTAL HEALTH IN THE CURRICULUM

Substance Abuse and Mental Health Professional Organizations and Related Sites:

- NAADAC - The Association for Addiction Professionals
- ASAM - American Society of Addiction Medicine
- INCASE – International Coalition for Addiction Studies Education founded in 1990, is a professional association of professors, teachers, professionals, and programs specializing in addiction studies, including the use and abuse of alcohol and other drugs, other addictions, counselor preparation, prevention and treatment, research, and public policy.
- NABSW – National Association of Black Social Workers
- NADCP – The National Association of Drug Court Professionals
- NCADI – National Clearinghouse for Alcohol and Drug Information
- RCADS – The Resource Center to Address Discrimination and Stigma
- WOA – Web of Addictions
- HED – The U.S. Department of Education’s Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention. The Network is a voluntary membership organization whose member institutions agree to work toward a set of standards aimed at reducing alcohol and other drug problems at colleges and universities. It now has approximately 1,600 members nationwide.
- Centre for Teaching and Learning: Curriculum Development (http://queensu.ca/ctl/goodpractice/curriculumdevelopment/curriculum/development.html)
- Revised Bloom’s Taxonomy of Cognitive Levels (http://social.chass.ncsu.edu/slatta/hl216/learning/bloom.htm)
CHALLENGES AND BARRIERS RELATED TO CURRICULUM DEVELOPMENT

NOTE: The following questions were posed at the Regional Workshops conducted by the HBCU-NRC and the responses are from workshop participants.

Question One: What do you think are the major benefits of the Historically Black Colleges and Universities – National Resource Center Curriculum Development training?

- Support to back ideas relating to substance abuse
- Empowerment, resources, tools to respond and knowledge base
- How, why...implementation of training (Online training)
- Reinforces addiction concentration more knowledge, structure; for example: scholars can explain what is being done
- Broader aspect of common problem
- Collaboration with other HBCUs
- Collaborative effort in business ventures
- Great asset for credibility (Morehouse School of Medicine) for developing programs
- Scholars can take back to individual university collaboration and network information and ideas among schools and implement and disseminate information to schools and departments
- Curriculum development information and training can be used as a model across disciplines
- To be able to identify with a medical school will bring more credibility to HBCUs as it related to substance abuse and course development
- The ability to tie together mental health and substance abuse courses or department

Question Two: What do you think are the major issues that will influence whether HBCU faculty members actually develop Substance Abuse and Mental Health Curricula following this workshop?

- Money...Funding
- Politics
- Money, support, and understanding
- Curriculum Development
Question Three: What are some of the challenges that need to be overcome for you to put what you have learned into practice?

- The need for administrative support and time (too much to do, not enough time or support)
- Infusion Methods – To be able to bring other faculty and departments together...example: Biology and Psychology, Business, etc. relative to substance abuse course development

Question Four: What type of academic support will you need to put what you have learned into practice?

- Resources (CACREP, etc.)
- Marketing Action Plan
- Development of relationship/partnership with appropriate agencies
- Needs assessment
- Establish contacts with certification board
- Establish contact with NADAAC
- Advocacy; education

Question Five: What can the HBCU–NRC do to facilitate curriculum development at HBCUs?

- Next level training – Show how to integrate Infusion into this training
- Marketing – How to market Substance Abuse and Addiction Courses, degrees and certifications
- Agreements and Partnership
- Provide additional training (online)
- CACREP accrediting session
- Provide additional resources

Question Six: What type of continued faculty development in Curriculum Development do you think would be most helpful?

- Syllabi model
- Syllabi development

Resources

- In hand information from CACREP and other agencies
- National and Federal Guidelines and Standards
- Resource Manual
- Other Model Syllabi (Training and Online Courses)
- The need for PhD Program in Substance Abuse and Mental Health
- The need for other training, CACREP, NAADAC, etc.
- Connection with Certification Boards
- The need for Bachelor’s and Certification in Substance Abuse change proposals.


