



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

#81-10-11GE

Office of the Vice Provost for Academic Affairs

TO: Kenneth Herrmann, Associate Professor
Department of Social Work

FROM: Debbie Lamphron
Academic Affairs

RE: General Education Codes

DATE: April 11, 2011

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

| COURSES | CODES APPROVED | CODES NOT APPROVED |
|---|-------------------------|---|
| SWO 481 – Social Issues in the Global Community | (I) Contemporary Issues | (O) World Civilization (D) Diversity |

*** It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.**

If you wish further clarification of the Committee's decisions, you may contact

Anne Macpherson, Chair of the General Education Committee
Department of History
Email – amacpher@brockport.edu

Copy: Douglas Scheidt, Dean
School of Education &
Human Services

Peter Dowe
Registration and Records

Anne Macpherson, Chair
General Education Committee

Adair Korn
College Senate

Janice Stewart
Registration and Records

Jason Dauenhauer
Department Chair of Social Work

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

**DEADLINE FOR SUBMISSIONS:
FEBRUARY 28**

Incomplete proposals may be returned and proposals received after the deadline may not be reviewed until next semester.

| | |
|---|---|
| Routing Number <i>Routing # assigned by Senate Office</i> | #81_10-11GE <i>Use routing number and title in all reference to this proposal.</i> |
| This Proposal Replaces Resolution | |

INSTRUCTIONS – please, no multiple attachments – submit each proposal electronically as one Word document.

- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
- Signed documents may be submitted as hard copies.
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Do not send your proposal as a .pdf file.
- Email your proposal as one attachment to senate@brockport.edu. Signed pages can be sent/faxed as hard copies.
- All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

SWO 481: Social Issues in the Global Community for Contemporary Issues Designation

2. BRIEF DESCRIPTION OF PROPOSAL:

Application to have SWO 481 (Social Issues in the Global Community) designated as 'contemporary issues', 'diversity', and 'other world civilization'

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? NO YES EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

N/A

5. HOW WILL THIS EFFECT TRANSFER STUDENTS:

N/A

6. ANTICIPATED EFFECTIVE DATE:

Fall 2011

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

| <i>First Submission</i> | <i>Updated on</i> | <i>Updated on</i> | <i>Updated on</i> |
|-------------------------|-------------------|-------------------|-------------------|
| 2/9/11 (rec'd 3/25/11) | | | |

8. SUBMITTED BY: (contact person)

| <i>Name</i> | <i>Department</i> | <i>Phone</i> | <i>Email</i> |
|------------------|-------------------|--------------|--|
| Kenneth Herrmann | Social Work | 395-5507 | kherrman@rochester.rr.com |

9. COMMITTEES TO COPY: (Senate office use only)

| Standing Committee | Forwarded To | Dates Forwarded |
|---|------------------------------|------------------------|
| <input type="checkbox"/> Bylaws Committee | Standing Committee | 3/30/11 |
| <input type="checkbox"/> Enrollment Planning & Policies | Executive Committee | |
| <input type="checkbox"/> Faculty & Professional Staff Policies | Passed GED's to Vice Provost | 4/4/11 |
| <input checked="" type="checkbox"/> General Education & Curriculum Policies | Senate | 4/4/11 |
| <input type="checkbox"/> Graduate Curriculum & Policies | College President | na |
| <input type="checkbox"/> Student Policies | OTHER | |
| <input type="checkbox"/> Undergraduate Curriculum & Policies | REJECTED -WITHDRAWN | |

NOTES: APPROVED FOR THE I – CONTEMPORARY ISSUES

DENIED FOR O AND D: THESE CAN ONLY BE ATTACHED TO LOWER-LEVEL KNOWLEDGE AREA COURSES IN THE NEW General Education Program.

3/25/11 received by College Senate. Forwarded to Vice Provost for approval to send to GED committee.

**GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM**
OCTOBER 2008 VERSION

#81-10-11GE

COURSE NUMBER: SWO 481 COURSE TITLE: Social Problems in the Global Community
 COURSE NUMBERS FOR ANY CROSSLISTINGS: _____
 SUBMITTED BY: K. Herrmann DEPARTMENT/PROGRAM: Social Work
 DATE: 2/9/11 ESTIMATED SEATS/SEMESTER? 25
 NEW COURSE? YES NO
 RE-REGISTRATION OF EXISTING COURSE? YES NO

UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS YES NO

DEPARTMENT CHAIR'S APPROVAL [Signature] DATE: 2/9/11
Required before General Education Committee Action
 SCHOOL DEAN'S ACKNOWLEDGEMENT [Signature] DATE: 2/9/11
Required before General Education Committee Action

GENERAL EDUCATION COMMITTEE APPROVAL [Signature] DATE: 4/4/11
Required after General Education Committee Approval
 ACADEMIC AFFAIRS ACKNOWLEDGEMENT [Signature] DATE: 4/7/11
Required after General Education Committee Approval

- All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

- _____ copy of standard *Course Registration Form* signed by chair and dean.
- _____ completed Student Learning Outcomes Checklist(s) as appropriate
- _____ updated bibliography (if applicable) with full bibliographic citations
- _____ 10-copies submitted

- Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

- | | |
|---|--|
| _____ Fine Arts ("F") | _____ Social Sciences ("S") |
| _____ Fine Arts Performance ("P") | _____ American History ("V") |
| _____ Humanities ("H") | <input checked="" type="checkbox"/> World Civilization (Non-Western) ("O") X |
| _____ Western Civilization ("G") | <input checked="" type="checkbox"/> Contemporary Issues ("I") ✓ |
| _____ Natural Sciences ("N") | _____ Perspectives on Women ("W" or "WY") |
| _____ Natural Sciences Laboratory ("L") | <input checked="" type="checkbox"/> Diversity ("D") X |

Committee Action

- Approved as requested - course will be filed with Registration Office
 Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:

Approved for I, but not O or D

D and O can only be attached to lower-level knowledge area courses in the new gen ed program.

The College at Brockport
Catalog Course Registration Form

1. Discipline: SWO Course No. 481 (To be assigned by Registrar)
 Official Title: Social Problems in the Global Community
 Abbreviated course title (limit to 16 spaces) Soc Prob Gbl Cm
 Course start date: Fall 2011

- New Course Current Content Revised Topics Course (if checked, complete item 2)
 Title Change (Previous Title) International Social Work
 Number Change (Previous No.) Inactivate Old Course Yes Effective Term
 Inactivation of existing course (course will not be offered in the near future)
 Other (describe)

4. TOPICS COURSE ONLY:

- A. Generic Course: Discipline Number
 B. Generic Course Title:
 C. Topics Course Title:
 D. Topics Course offered: Semester Spring Year

5. Credits Hours

Credit hours of credit (invariable) 3
 Variable Credit? (Yes/No) No If Variable Credit, Credit Range to credit hours

4. Can this course be taken more than once multiple credit? (Yes/No) No Maximum credit:

5. Grading (Check any that apply):

6. Letter Grade Pass/Fail (S/U) Only Approved for a PR (In Progress) grade
 7. Course requires minimum grade of for General Education/major/minor/certification.

6. Is this a Liberal Arts course? (Yes/No) Yes

7. General Education Information: (Complete only for General Education courses) *See last item

- a. General Education Knowledge Area (choose one if applicable): None
 b. Additional student learning outcomes: (check all that are currently approved)
 Contemporary Issues (I) Perspectives on Women (W)
 Diversity (D) Other World Civilizations (Non-Western) (O)

Cross Listed Course: Discipline Number

Prerequisites: Discipline Number

Corequisites: Discipline Number

Submitted by: Kennell Herrmann Date: 2/9/11 Chairperson's
 Approval: [Signature] Date: 2/9/11
 Dean's Approval: [Signature] Date: 2/9/11
 Vice Provost's Approval: _____ Date: _____
 (Only required for General Education Courses)

Continued

5. Swing Course Number: Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a 'Swing Course' list additional requirements required for graduate level.

6. Frequency (Check only one)

Every Term Every Fall Every Spring
Every Summer Every Fall & Spring Every Year Every Other
Year Irregularly By Special Arrangement

7. Relationship to Degrees/Programs: Required
Elective Other Degree/Major/Program

8. For all courses, please attach the following information:

- a. Objectives
- b. Outline of Course
- c. Methods of Assessing Student Performance
- d. Materials required (Films, Readings, Etc..)
- e. Additional work required of graduate level students if course is a "swing course"

9. If this course requires any special scheduling arrangements with regard to time or room/space, please explain in the space provided:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use action verbs and omit "This course covers... and similar phrases.

Explores service in attempting to resolve social problems in the global community through micro and macro activities, from feeding the poor to engaging revolution. Students will explore the influences of history, culture, and practice arenas of services for the poor and particularly vulnerable populations in a variety of nations, with a view toward improving the lives of the exploited and disadvantaged.

*For General Education courses only, also attach:

*Supplemental General Education Course Registration Form
Student Learning Outcomes Checklist (for specific codes requested).*

STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT
Department of Social Work – FALL 2011

Social Problems in the Global Community – SWO 481

COURSE OUTLINE

I. Course Description

Open to all students. This course explores service in attempting to resolve social problems in the global community through micro and macro activities, from feeding the poor to engaging revolution. Students will explore the influences of history, culture, and practice arenas of services for the poor and particularly vulnerable populations in a variety of nations, with a view toward improving the lives of the exploited and disadvantaged. The course examines the primary international, imperialistic, political, cultural, and economic influences that facilitate or adversely impact such efforts within the context of providing services to those who are the focus of such efforts. 3 semester hours.

II. Introduction

Many professions have a long history of effecting or attempting to effect social change in an effort to achieve the principles of social justice. Social work is a profession that reflects the national and cultural context in which it practices. Its history includes a conflictual relationship within a practice that threatens or maintains oppressive structural frameworks that oppress and exploit social, political, and economic realities. Allied professions confront this same tension. The use of knowledge, skills, and values in practice in various nations may be a reflection of the needs of the people served or a means to continue and extend or ignore human rights. The flexible and creative use of such strategies and resulting tactics for change may improve the quality of life for people in all cultures and nations.

III. Course Objectives

The student is expected to:

1. Demonstrate an understanding of the global context of human needs and human rights.
2. Demonstrate an awareness of value and ethical dilemmas encountered by professionals engaging social change efforts in the global community.
3. Demonstrate an understanding of social problems appropriate to social intervention on various practice levels, with a view toward helping persons in particularly difficult circumstances and the strengthening of social institutions that improve the quality of life in various nations.
4. Demonstrate an awareness of the need to address various factors in effecting social change in an appropriate and effective manner within the society of practice. These include politics, culture, economics, and related factors.
5. Develop sensitivity for the need to build bridges of friendship between various peoples and nations, with a view toward achieving the goals of social justice.

Course Structure

Course assignments for all students:

All students are required to write four essays during the semester. Each essay is expected to integrate the assigned readings with the substantiated opinions of the student. The topics for the assigned essays are

listed in the course design that follows. Related information will be available on Angel. Each essay will be completed according to the assignment rubric attached to this syllabus and available on Angel. The undergraduate students will earn a maximum of 20 points for each essay. Students may develop their own topic for an essay after discussing this with the instructor. A student might also discuss dropping one essay grade by completing a fifth essay to replace this grade.

Course essays are usually no less than 10 pages in length, with no less than 15 references. At a minimum, each assignment must include reference to both assigned reading and suggested Internet sites for each week.

All assignments for this course must adhere carefully to APA style. All must be written in double-space; 12 font; and will lose credit for spelling, grammar, and writing errors. See rubric.

Students are encouraged to complete two essays before midterm and two after.

20% of the final grade will reflect the participation of students in the class. Attendance is required but alone will earn no credit. Credit is earned by active participation in class discussions.

IV. Educational Contract

Learners, both students and instructors, will engage in a learning situation that will benefit all participants and enhance the opportunity to become competent participants and/or involved service providers in the global community.

Students are responsible for reading materials assigned and participating in learning activities.

Instructors are responsible for providing an opportunity for meaningful learning experiences. Although course content may be modified with the agreement of the participants, the objectives must be achieved. The instructor will be available for individual contact with students by email, phone or posted chat room sessions. In fact, meeting with instructors outside of class time is **strongly encouraged** and may be required. Contact may be by phone (585-395-5507), email, or discussion during the class and chat room sessions.

All participants will respect one another's opinions and will commit themselves to create an atmosphere where questioning, self-expression, and sharing are encouraged and the right to disagree respected.

During the semester, both students and instructors will be evaluated. The students' mastery of course objectives will be evaluated primarily from essay assignments and class participation.

The grading scale for the course is as follows:

| | | | |
|----|------|---|------------|
| A | 4.00 | = | 95 - 100 % |
| A- | 3.67 | = | 90 - 94 % |
| B+ | 3.33 | = | 87 - 89 % |
| B | 3.00 | = | 83 - 86 % |
| B- | 2.67 | = | 80 - 82 % |
| | 2.50 | = | 80% |
| C+ | 2.33 | = | 77 - 79 % |
| C | 2.00 | = | 73 - 76 % |
| C- | 1.67 | = | 70 - 72 % |
| D+ | 1.33 | = | 67 - 69 % |
| D | 1.00 | = | 63 - 66 % |

- D- .67 = 60 - 62 %
- E .00 = 59.49 %

Academic dishonesty (i.e. presenting others' work as your own, cheating, etc.) will result in a failing grade for the course. Students are **strongly advised** to familiarize themselves with the College policy in this regard, particularly plagiarism. It is found in the Brockport Handbook. It is simple, submit an assignment that is not completely your own work, and you will receive a final grade of "E". The students will evaluate the instructor by using the Instructional Assessment System form at the end of the semester. Dissatisfaction with the instructor, however, should also be shared with him during the semester in order that problems may be resolved quickly and effectively.

NOTE: STUDENT DISABILITIES

The instructor would appreciate hearing from anyone in this class who has a special need that may be the result of a disability. We are reasonably sure we can work out whatever arrangement is necessary.

V. Required Texts, Articles, and Videos

Some required readings will be made available on Angel or through the college library. Other required readings will be available on the Internet. The instructor will provide URLs for such readings. Some readings will be sent as email attachments. Note all required reading for each week in the syllabus.

Students may purchase:

Herrmann, K. J. Jr. (2003). *Lepers and lunacy: An American in Vietnam today*. Charleston, NC: Booksurge, available in the campus bookstore or www.amazon.com.

Suggested readings also will be provided during the semester.

Students are required to view and incorporate required videos. These will be sent to each student as email attachments and will be posted as URLs on the Angel site.

VI. Course Design

Week One and Two: Introduction

Objectives:

The student is expected to:

1. Understand the course outline, requirements, and design.
2. Develop a beginning understanding of global issues relevant to the course.

Readings:

1. http://www.iswd.org/sw_and_id.htm
2. http://www.socialworker.com/home/index2.php?option=com_content&do_pdf=1&id=999
3. <http://openlearn.open.ac.uk/mod/resource/view.php?id=286370>

4. <http://www.childinfo.org>

Week Three and Four: The Integrated-perspectives Approach to International Services

Objectives:

The student is expected to:

1. Examine the global spread and organization of international services.
2. Examine the global distribution of goods and resources that affect the quality of life of peoples in various global regions.
3. Analyze the integration of a global perspective, human rights perspective, ecological perspective, and social development perspective.
4. Examine the political, economic, and ideological context of international practice.

Readings:

1. http://jae.oxfordjournals.org/content/13/suppl_1/i142.full.pdf+html
2. International Federation of Social Workers: Definition of Social Work”: <http://www.ifsw.org/Publications/4.6e.pub.html>
3. “Policy Statements and Other Documents”: <http://ifsw.org/Publications/4.5.pub.html>

WEEK FIVE: Strategies and Development

Objectives:

The student is expected to:

1. Examine strategies in development: empowerment, capacity building, self-help and self reliance.
2. Explore global developments since 1945 that affect the roles played in international services to vulnerable populations.

Reading:

1. Herrmann’s book.
2. Read Agent Orange links at www.danangquangnamfund.org
3. View “Making Peace with Vietnam” on Angel or emailed to each student.
4. <http://www.undp.org/mdg/>
5. <http://www.un.org/millennium/declaration/ares552e.htm>

WEEK SIX AND SEVEN: The Field of Poverty

Objectives:

The student is expected to:

1. Understand the dimensions and trends in global poverty.
2. Understand various models of poverty elimination and strategies used in international services.

Reading:

1. Herrmann’s book,
2. Read, including linked articles: <http://www.globalissues.org/article/26/poverty-facts-and-stats>
3. <http://news.bbc.co.uk/2/hi/europe/4305169.stm>

4. <http://www.oxfam.org/en/pressroom/pressrelease/2011-02-02/crisis-poor-quality-medicines-being-used-excuse-push-prices-poor>
5. <http://english.peopledaily.com.cn/90001/90780/91342/6307634.html>

WEEK EIGHT AND NINE: The Field of Conflict and Postconflict Reconstruction

The student is expected to:

1. Understand the use of integrative-perspectives as an approach to conflict and peace.
2. Examine the roles played by the UN, the global civil society, and governments in advancing or resolving conflict within and between societies.
3. Explore the impact on women, children, indigenous populations, and various minority populations in postconflict reconstruction.
4. Analyze the various roles played by tradition and culture in reconstruction.

Readings:

1. Read Herrmann's book.
2. "Women Still Something to Shout About":
<http://www.newint.org/issue270/270keynote.html>
3. <http://www.undp.org/mdg/goal1.shtml>

WEEK TEN: IDP, Migration, and Refugees

Objectives:

The student is expected to:

1. Understand the present problems associated with internally displaced persons, forced migration, and refugees.
2. Explore the roles played by social workers in providing services to relevant populations.
3. Examine the integration of trauma assistance, humanitarian aid, and support services to relevant populations.
4. Explore the inter-professional relationships and the use of networking in providing assistance to such populations.

Readings:

1. Read <http://www.internal-displacement.org/>
2. Read <http://www.unhcr.org/pages/49c3646c146.html>

WEEK ELEVEN AND TWELVE: International Services to Specific Populations

Objectives:

The student is expected to:

1. Explore the needs of women and children in exploited labor situations, including trafficking.
2. Examine family issues related to the AIDS epidemic in Asia and Africa.
3. Develop an understanding of the intervention methods used in serving families and children affected by health, economic, and political uncertainty.

Readings:

1. Herrmann's book.
2. Read http://www.acf.hhs.gov/trafficking/about/fact_labor.pdf
3. Read <http://www.laborrights.org/stop-child-labor>
4. <http://www.un.org/millennium/declaration/ares552e.htm>

WEEK THIRTEEN AND FOURTEEN: Challenges for International Services for the 21st

Century:

1. Explore employment/educational/and volunteer opportunities for students to pursue in international social work and related activities.
2. Examine the implications in a globally interdependent world for Social Work education and practice.

Readings:

1. "International Jobs": <http://ifsw.org/Jobs.htm>
2. "A Student's Guide to Planning a Career in International Social Work." <http://caster.ssw.upenn.edu/~restes/isw/chapter52.html>
3. "Careers & Training" <http://www.niscc.info/careers/qualify/default.htm>

Course Essay Assignments:

These are due **no later than the dates noted**. They may be submitted early. It is suggested these assignments not be left to the last minute. It is strongly suggested they be submitted before the due date. APA style must be carefully followed. These usually are about 10 or more pages in length, with at least 15 references. All are completed in Word 3 or Word 7 and must be sent to the instructor as an email attachment no later than the date due. Use 12 font, double space, and write in excellent English. Problems with punctuation, grammar, spelling and writing will result in the loss of credit.

These are the topics for the assigned essays and the dates due. Students may write on another topic after discussing this with the instructor and may write a fifth essay in order to drop the lowest essay grade – after discussing this with the instructor:

1. Address the role of international service providers in a world actually government by international corporations. Address economic globalization, equitable distribution of goods and services across economic class lines, and the approaches you think international service providers might use to assist the poor across the globe. Date due: **September 20**.
2. Examine strategies in international development: empowerment, capacity building, self-help and self reliance. Date due: **October 10**.
3. Examine the roles played by the UN, the global civil society, and governments in advancing or resolving conflict within and between societies. Include the roles one might play in such activities. Date due: **November 15**.
4. Examine the integration of trauma assistance, humanitarian aid, and support services to relevant populations by international service providers. Date due: **December 3**.

Grading Rubric

Essays are assigned students each semester. This will serve as a writing and grading guide. Each essay may earn 25.

Focus on assigned topic (3 points)

- Use of critical thinking in analysis, to include support for your thesis and evaluation of other perspectives (8 points)
- Organization that includes a beginning, middle, and summary end (3 points)
- Accuracy; information and facts are correct and supported with appropriate citations (5 points)
- Grammar and writing skills (spelling, sentence structure, use of proper grammar, clarity of writing (3 points)
- Proper use of APA style for citations and reference page (3 points).

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

**DEADLINE FOR SUBMISSIONS:
FEBRUARY 28**

Incomplete proposals may be returned and proposals received after the deadline may not be reviewed until next semester.

| | |
|---|--|
| Routing Number <i>Routing # assigned by Senate Office</i> | <i>Use routing number and title in all reference to this proposal.</i> |
| This Proposal Replaces Resolution | |

INSTRUCTIONS – please, no multiple attachments – submit each proposal electronically as one Word document.

- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
 - Signed documents may be submitted as hard copies.
 - Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
 - **Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.**
 - Do not send your proposal as a .pdf file.
 - Email your proposal as one attachment to senate@brockport.edu. Signed pages can be sent/faxed as hard copies.
 - All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
 - Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.
6. **PROPOSAL TITLE:** Please be somewhat descriptive, i.e. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Contemporary Issues Designation for SWO 481: Social Issues in the Global Community

7. BRIEF DESCRIPTION OF PROPOSAL:

Application to have SWO 481 (Social Issues in the Global Community) designated as ‘contemporary issues’, ‘diversity’, and ‘other world civilization’

8. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** NO YES
EXPLAIN YES

9. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

N/A

10. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

N/A

10. **ANTICIPATED EFFECTIVE DATE:**

Fall 2011

11. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

| <i>First Submission</i> | <i>Updated on</i> | <i>Updated on</i> | <i>Updated on</i> |
|-------------------------|-------------------|-------------------|-------------------|
| 2/9/11 | | | |

12. **SUBMITTED BY: (contact person)**

| <i>Name</i> | <i>Department</i> | <i>Phone</i> | <i>Email</i> |
|------------------|-------------------|--------------|----------------------------------|
| Kenneth Herrmann | Social Work | 395-5507 | kherrman@rochester.rr.com |

13. **COMMITTEES TO COPY: (Senate office use only)**

| Standing Committee | Forwarded To | Dates Forwarded |
|---|---------------------|------------------------|
| <input type="checkbox"/> Bylaws Committee | Standing Committee | |
| <input type="checkbox"/> Enrollment Planning & Policies | Executive Committee | |

- ___ Faculty & Professional Staff Policies
- ___ General Education & Curriculum Policies
- ___ Graduate Curriculum & Policies
- ___ Student Policies
- ___ Undergraduate Curriculum & Policies

| | |
|------------------------------|--|
| Passed GED's to Vice Provost | |
| Senate | |
| College President | |
| OTHER | |
| REJECTED -WITHDRAWN | |

NOTES:

CONTEMPORARY ISSUES STUDENT LEARNING OUTCOMES CHECKLIST

(Also "I" with "W", "Y", "D", and/or "O" codes) (October, 2008 Version)

General requirements for Contemporary Issues courses

- All Contemporary Issues courses must be upper division courses.
- Students are required to have junior class standing (min. 54 cr.) and have completed all General Education Knowledge Area requirements. Although Contemporary Issues courses should not have specific prerequisites, a lower division Knowledge Area course in the same discipline that is available to all students may be required with the approval of the General Education committee.

Students in Contemporary Issues courses must achieve all the following student learning outcomes

*In the spaces provided below each checked outcome describe how course instruction will be designed to achieve and assess these outcomes. You may append additional information if needed. **Contemporary Issues courses are coded "I" if approved in Fall 2003 or later.***

- Analyze a major issue with contemporary and enduring human significance, bringing in perspectives that have an important bearing on the issue(s) from more than one of the following Knowledge Areas: Fine Arts, Humanities, Natural Sciences and Social Sciences.

This course analyzes a variety of global social problems, with an emphasis on particularly vulnerable populations. This includes a special emphasis on poverty and its inherent factors, including political, economic, cultural, and social implications. Sustainable environmental and social attempts to ameliorate relevant problems are examined with a perspective of lessons learned and implications for a variety of approaches to improve present conditions.

The student is expected to:

1. **Demonstrate an understanding of the global context of human needs and human rights.**
2. **Demonstrate an awareness of value and ethical dilemmas encountered by professionals engaging social change efforts in the global community.**
3. **Demonstrate an understanding of social problems appropriate to social intervention on various practice levels, with a view toward helping persons in particularly difficult circumstances and the strengthening of social institutions that improve the quality of**

life in various nations.

6. **Demonstrate an awareness of the need to address various factors in effecting social change in an appropriate and effective manner within the society of practice. These include politics, culture, economics, and related factors.**
7. **Develop sensitivity for the need to build bridges of friendship between various peoples and nations, with a view toward achieving the goals of social justice.**

Recognize and articulate relationships between different Knowledge Areas.

The use of a systems' orientation to the study of global social problems in this course requires developing an integrated and cross-discipline perspective. The inclusion of material from UNICEF, UNESCO, and UNDP enhances this approach. The use of an emphasis on these documents and related professional literature results in the students understanding alternatives to aid by the use of examples of work in Vietnam, with refugee populations, trafficking, etc.

Locate, evaluate and synthesize information from a variety of sources (outcome IL3).

The students are required to read a book on Vietnam and the development of skills and knowledge in assisting vulnerable populations, a variety of journal articles and professional reports that examine aid to improve the status of women and other populations, and to view relevant videos. Further synthesis is required by the completion of four research essays and to engage classroom discussion.

Develop and defend well-reasoned arguments.

Four research essays are required for this course. The students are required to include required readings and other materials to be successful in completing each essay, as they defend their thesis in each essay.

Write a major research paper with at least one opportunity for feedback and revision OR demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor.

Four essays are required. Each has an assigned topic and each is to be a minimum of ten pages with at least fifteen references.

The essay assignments are:

1. **Address the role of international social service in a world actually governed by international corporations. Address economic globalization, equitable distribution of goods and services across economic class lines, and the approaches you think international service providers might use to assist the poor across the globe. Date due: September 20.**
2. **Examine strategies in international development: empowerment, capacity building, self-help and self reliance. Date due: October 10.**
3. **Examine the roles played by the UN, the global civil society, and governments in advancing or resolving conflict within and between societies. Include the roles one might play in such activities. Date due: November 15.**
4. **Examine the integration of trauma assistance, humanitarian aid, and support services to**

relevant populations by international service providers. Date due: December 3.

Contemporary Issues course instructors are encouraged to include instruction in one or two (maximum) of the following three student learning outcomes.

Please check below any outcomes for which you are requesting approval and describe how the course will provide instruction in and assess that/those particular outcome(s).

1. Perspectives on Women:

NOTE: As of Fall 2009, there will be two types of courses in the Perspectives on Women area. The "WY" courses will provide instruction in oral communication and meet the outcomes for this area. The courses coded "W" will not provide instruction in oral communications but will meet the Perspectives on Women outcomes and requirement. SLN and other on-line courses can bear the "W" code but not the "Y" code.

W1 Perspectives on Women courses allow students to demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. **Courses are coded either "W" or "WY".**

Check one of the two boxes immediately below:

For "W" courses – **Instruction in Oral Communications outcomes is not required.** Courses already coded "Y" must have approval of the General Education Committee to switch to the "W" code.

For "WY" courses -- **Oral communication outcomes:** In addition to the above outcomes, all courses coded "Y" are required to meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

The status of women in the global community is a required focus of study in this course. This includes material on trafficking, labor exploitation, the roles of women, etc.

2. Diversity:

RE1 analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration. **Courses are coded "D."**

Each of these themes form the foundation of this course and are examined closely with a view toward understanding not only their roles in survival but their potential roles in resolving global social problems.

Please check any student learning outcomes for which you are requesting approval. In the space provided below that/ those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. You may append additional information if needed. The following student learning outcomes may be included in any General Education course (except American History and Western Civilization). Any course approved for "O" can also be counted as a "C" course for students on older General Education Programs.

3. Other World Civilizations (Non-Western):

- O1 demonstrate knowledge of either a broad outline of world history OR the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization
AND
O2 compare the perspective of at least one non-Western, third world or developing society with their own. **Courses coded "O."**

An emphasis on Vietnam, a Southeast Asian country, is included in order to provide clarity to both factors which include the significance of history, economic issues, culture, and related variables but also to provide the students with an identifiable resource for involvement in resolving complicated issues.