UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

* * * This change is not effective for registration or publication until this request has been reviewed by the Provost.* * *

Change Effective for Term: Fall 2010
School/College: School of Education and Human Services (EHS)
Department: Social Work (SWR)

Subject: SWR
Course Number: 100

☐ INACTIVATE Course ☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

<table>
<thead>
<tr>
<th>AS CURRENTLY OFFERED</th>
<th>REQUESTED CHANGE</th>
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</thead>
<tbody>
<tr>
<td>1. Title: Introduction to Social Work</td>
<td>to:</td>
</tr>
<tr>
<td>2. Credit Hours: (3)</td>
<td>to: Total ____ -or- Variable ____ to ____</td>
</tr>
<tr>
<td>3. Repeat Status: (see CURRENT Course Description below)</td>
<td>to: Max of ____ credits -or- ____________</td>
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<tr>
<td>4. Crosslisting(s):</td>
<td>to:</td>
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<td>5. GE Distribution: S</td>
<td>to: FYE First Year Experience CAP Capstone</td>
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Social Science

H Humanities
GB Global Studies F Fine Arts
HW Health & Well Being FQ Finance & Qnt Lit
N Nat Science and/or NL Nat Sci Lab
T Technology

6. CURRENT Course Description:
Historical, philosophic overview of social welfare and professional social work. Survey of traditional areas of social work practice and roles. Basic assumptions in social work treatment.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

Department Chair Date

Department Chair of Crosslist(s) or Prerequisite(s) Date

Dean Date

Dean of Crosslist(s) or Prerequisite(s) Date

GECAC Date

REVIEWED BY:

Catalog Editor Date

Provost Date

Catalog Coordinator (Registrar’s Office) Date

i:\Catalog\Course Change Request Form for GenEd Dist.doc Revised 7/22/09
REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome</th>
<th>Course Title: Introduction to Social Work</th>
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<tbody>
<tr>
<td>8</td>
<td>Learning Outcome: Demonstrate knowledge of social structure and process.</td>
<td>Department: Social Work</td>
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</table>

Narrative: This course provides students with an opportunity to examine the diverse activities, knowledge areas and professional skills associated with the social work profession, within the context of our social welfare system. Particular emphasis is placed on issues of poverty and oppression, and the consequences of these issues on the opportunities of “minorities” to participate in society. Class activities will include analysis of the roles and functions of social work in different settings, as well as the ideology that governs the laws, policies, and programs of social welfare service delivery in the U.S. historically and more recently and the impact on social welfare in the 21st century.

Assessment tools: Assessment tools: Student learning will be assessed by quizzes and written exams, class and discussion board participation, and an interview of a practicing social worker.

| 5   | Learning Outcome: Produce Competent work |

Narrative: Students are expected to write extensively about their learning of course content. Students respond to reflective questions about course content in ways that substantiate their answers with evidence from the text and differentiate their thoughts, and emotions from research. Students are expected to write a term paper, conforming to explicit standards of professional writing, and summarizing an interview of a practicing social worker with clear distinctions between knowledge, research, thoughts, emotions and opinions.

Assessment tools: Assessment tools: Student learning will be assessed by quizzes and written exams, class and discussion board participation, and an interview of a practicing social worker.

| 6   | Learning Outcome: Participate in dialogue that involves respectful and careful listening. |

Narrative: The course offers weekly group discussions for students to speak together about facts and issues in social work practice, particularly poverty, oppression and fields of practice with populations at risk. Familiar experiences, myths/stereotypes, bias/prejudice attitudes, and personal feelings are likely to generate highly emotional responses among students and emerge in class discussions. Similarly, tension and challenging group dynamics emerge as students consider their personal, professional, and social responsibilities to confront social “isms.” Instruction pedagogy and content includes direct instruction and mediation of conflict as students learn to challenge another to think critically and to demonstrate respectful disagreement.

Assessment tools: Student learning is assessed by class participation, discussion board contributions, and reflective summary on the interview of a practicing social worker.

| 3   | Learning Outcome: Demonstrate the ability to think critically |

Narrative: This course emphasizes the political-economic impact of social welfare services on populations at risk. Students must distinguish among facts, inferences, opinions and values to differentiate liberal and conservative strategies to alleviate poverty. In addition, students are expected to correctly identify the historic leaders and the specific contribution to the development of the profession, and notice differences in the contributions to social welfare offered by historic social work leaders.

Assessment tools: Assessment tools: Student learning will be assessed by quizzes and written exams, class and discussion board participation, and an interview of a practicing social worker.

| 1   | Learning Outcome: Reflect on one’s own learning |

Narrative: As an initial course in the student’s socialization to professional study, several assignments are offered to encourage students to think about their personal commitment to the standards of the professional. Through carefully constructed activities, students are asked to think critically about the real life applications of course content. Specific course objectives related to this learning outcome are:

Articulate the application of social work values to personal life plans.

Describe the emphasis of diversity in his/her personal and professional life.

Identify correlations between textbook discussions of social work and actual practice.

Assessment tools: Student learning will be assessed by quizzes and written exams, class and discussion board participation, and an interview of a practicing social worker.