# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SWRK 200 Introducing Social Work and social Justice** |  |
| [Replacing](#Ifapplicable)  | **SWRK 200 Introduction to Social Work** |
| A. 1b. Academic unit | **Social Work**  |  |
| A.2. [Proposal type](#type) | **Course: revision**  |  |
| A.3. [Originator](#Originator) | **Joshua Diem** | [Home department](#home_dept) | **Social Work - BSW** |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | **The rationale for bringing this proposal forward is revise SWRK 200 and update its title, description, content and outcomes so that it may be considered for a Social and Behavioral Sciences General Education course. The course is currently required for all Social Work majors, and this will not change, but we shall drop the summer offering. We would like the opportunity to offer this course to students who are looking to fulfill their Social and Behavioral Science requirement, so that all students can learn about the field of Social Work and the impact the field has, particularly as it relates to issues of social inequality.**  |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **Every individual either utilizes social service programs and/or helps fund public social services through paying taxes. If SWRK 200 were to be designated a course that meets the Social and Behavioral Sciences requirement for the General Education course sequence, students will have the opportunity to learn about the historical evolution of Social Work and the roles in plays in contemporary American life. Students will engage in interdisciplinary and cross-disciplinary studies of how social policy and social service programs are designed, implemented, and evaluated. Students will learn whether and/or how these policies and programs are impacting the lives of marginalized and oppressed individuals and communities.**  |
| A.6. [Impact on other programs](#impact)  | **By providing more options it is reasonable to predict enrollments in other Social and Behavioral Sciences courses may be minimally impacted. Aside from SWRK, this course is also used in the Community and Public Health Promotion (revised 2/23) and Youth Development programs, so they have been notified, too.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2023** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///Users/joshuadiem/Downloads/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.** |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SWRK 200** | **SWRK 200** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Introduction to Social Work**  | **Introducing Social Work and Social Justice** |
| B.4. [Course description](#description)  | Students learn about the profession of Social Work, focusing on skills, ethics of helping and fields of practice: child welfare, juvenile justice, elder services and mental health. | Students learn about the relationship between societal values and the responses of the society to human need. Particular attention is directed to economic and social justice, and the experiences of oppressed groups.  |
| B.5. [Prerequisite(s)](#prereqs) | **None** | **None** |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer** | **Fall | Spring** |
| B.7. [Contact hours](#contacthours)  | **4** | **4** |
| B.8. [Credit hours](#credits) | **4** | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | **Letter grade**  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) | **Lecture**  | **Lecture**  |
| B.11.a [Delivery Method](#instr_methods) | **On campus**  | **On campus** |
| B.12. CATEGORIES 12. a. [How](#required) to be used | **Required for major/minor | Free elective**  | **Required for major/minor |Free elective**  |
|  12 b. Is this an Honors  course? | **NO** | **NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. | **NO** | **YES****category: Social and Behavioral Science** |
|  12. d. Writing in the  Discipline (WID) | **NO** | **NO** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work** **Projects**  | **Presentations |Papers |** **Projects**  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | **25** | **25** |
| B.15. [Redundancy statement](#competing) | **No** | **No** |
| B. 16. Other changes, if any |  |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Critical and Creative Thinking |  | In various written and oral assignments throughout the semester, students will learn how to use inductive and deductive reasoning in constructing an argument. They will learn how to use various types of media and source in constructing an argument. Emphasis will be placed on students becoming critical consumers and users of social media, with an emphasis placed on learning what makes a trustworthy source for information. |
| Civic Knowledge |  | Students will produce assignments and participate in class discussions that examine how decisions made by public officials play out in the lives of individuals and communities. Emphasis will be placed on how these decisions disproportionately affect historically minoritized and oppressed populations in a negative manner, while simultaneously benefitting and privileging others. |
| Ethical Reasoning |  | Students will engage in class discussions and written assignments that ask them to consider the ethical issues involved in work in the helping profession of social work. Some of these questions include: What does it mean to help? Who decides what help should look like? What issues of reciprocity and mutual respect should be considered when engaging in the design and/or delivery of social services? How do we take cultural and community values and norms into consideration in our work? Students will be guided through discussions and assignments that promote the values of empathy and cultural humility when making decisions that consider ethical reasoning. |
| Scientific Literacy |  | Students will learn how social workers (in practice and research settings) collect, analyze, and disseminate data in the process of determining whether a policy and/or program is meeting the needs of those it was designed to serve. Additionally, students will also learn how social workers collect data in efforts to demonstrate needs for policy and programs to be designed and implemented to meet existing unmet needs of marginalized and oppressed populations. Students will be asked to become proficient in gathering, reading, and understanding scientific literature related to social work and related fields. In class discussions and written and oral assignments, students will be required to demonstrate that they understand the connections between research and the design and implementation of social policy and social service programs.  |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Historical overview of social welfare programs
	1. Historical antecedents (British and US)
	2. What is social welfare?
	3. Social Work pioneers
2. Social class, income inequality, and wealth disparity
	1. How/why different work is valued
	2. Wealth disparity and economic injustice
3. Values, ethics, and Social Work
	1. The social and cultural construction of ethics
	2. Professional ethics and values in the larger social context
4. Health and healthcare
	1. Disparate access to healthcare
	2. Why isn’t healthcare a human right in the US?
5. Systemic injustice in everyday life
	1. How individuals and communities experience systemic injustice
	2. Seeking change in multiple social systems
6. Social justice, empowerment, diversity and oppression
	1. Human rights
	2. Cultural humility
	3. Examinations of power
7. Generalist practice settings
	1. Expanding our view of social services
	2. Climate justice
	3. Children as agents of change
8. Mental health and substance use
	1. Social construction of disabilities
	2. The social context of substance use, and substance use disorders
	3. Disparities in access to mental health services and treatments
9. Criminal Justice systems
	1. Racism and disparities in the criminal justice system
	2. Mass incarceration
10. Older adults
	1. Empowerment models in gerontological services
	2. How older adults experience technological advances
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## D. Signatures

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Stefan Battle | Chair of SWRK (BSW) | \*Approved by e-mail | 3/3/2023 |
| Joseph Zornado | Chair of COGE | \*Approved by e-mail | 3/3/2023 |
| Earl Simson | Dean of Faculty of Arts and Sciences | \*Approved by e-mail | 3/8/2023 |
| Jeannine Dingus-Eason | Dean of Education | \*Approved by e-mail | 3/8/2023 |
| Jayashree Nimmagadda | Dean of Social Work | \*Approved by e-mail | 3/8/2023 |
| Justin DiLibero | Dean of Nursing | \*Approved by e-mail | 3/8/2023 |
| Marianne Raimondo | Dean of Business | \*Approved by e-mail | 3/8/2023 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Jason Sawyer | Chair HPE/CPHP | \*Acknowledged by e-mail | 3/9/2023 |
| Lesley Bogad | Director YDEV | \*Acknowledged by e-mail | 3/12/2023 |