

Academic Senate
Agenda for the Meeting of
Tuesday, October 1, 2013
IRC 120
10:00 - 11:50 am

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. September 3, 2013 minutes
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – David Marion
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Sandy Alspach
 - B. General Education Task Force – Fred Heck
 - C. Student Government – Erin Williams
6. New Business
 - A. Elimination of Mathematics BA – Sandy Alspach
 - B. Master of Social Work (MSW) – Sandy Alspach
 - C. General Education Guidelines – Fred Heck
 - D. NSSE-FSSE Data – Clifton Franklund
8. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Khagendra Thapa
9. Open Forum
10. Adjournment

**Minutes
 Ferris State University
 Academic Senate Meeting
 IRC 120
 September 3, 2013**

Members in Attendance: Abbasabadi, Alspach, Bacon, Baker, Barnes, Berghoef, Boncher, Brandly, Ciaramitaro, Dakkuri, Daubert, Dinardo, Fox, Briffin, Groves, Hanna, Harlan, Ing, Isler, Jenerou, Klatt, Marion, Nagel, Nazar, Piercey, Potter, Rumpf, Schmidt, Thapa, Todd, Tower, Wancour,

Members absent with cause: Joyce, Richmond

Members absent: Amey, Cook, Jiao, Yowitz

Ex Officio and Guests: Adeyanju, Blake, Durst, Erickson, Garrison, Heck, Kurtz, Nicol, Yates, Bradley, Flickinger, Vasicek, Prakasam

1.	President Khagendra Thapa opened the meeting at 10:03 a.m.
2.	<p>Approval of Minutes.</p> <p>Senator Ciaramitaro moved to approve the two sets of April 23, 2013 minutes as written. Senator Dakkuri seconded. Motion carried.</p>
3.	<p>Open Forum</p> <p>A. Senator Alspach notified senators of the first lecture in the Sports Communication series by Ira Childress on leadership.</p> <p>B. Senator Todd discussed his difficulties in having to reset an active directory login using the student process because he had taken a Ferris class in the past. He said that this overrode his faculty reset of passwords.</p>
4.	<p>Officer Reports</p> <p>A. President Thapa reported on the activities upcoming in the meeting including the creation of two new advisory task forces and issues related to General Education. He reminded Senators of the need for professional behavior</p> <p>B. Vice-President Marion encouraged everyone to apply for committees and reminded Senators that it is a requirement of membership that they sit one. Senator Hanna asked about the result of the question from the retreat about non-college appointments to committees. Secretary Isler said this would be handled in her report. Senator Hanna withdrew the question</p> <p>C. Secretary Isler reported on the history of non-college appointments to Senate committees. This was put in as part of the bylaws not to allow such appointments in the 2001 charter revision. In the December 6, 2005 meeting a proposal was put forward which also did not allow these appointments. In the fall 2006 committee selection process this rule was followed. The Senate Executive Committee suspended the rule passed in December 2005 in fall 2007. During the charter revision process ratified in March 2011, all processes in the bylaws were removed from the charter and the Senate was informed that if they wanted them, they would need to reintroduce them.</p> <p>D. Secretary Isler noted that John Urbanik, Chief Technology Officer had contacted the Senate and sent his regrets and Provost Erickson would be speaking in his place. Provost Erickson said that the FBI cyber forensics team was on campus that day to investigate. There was unauthorized access to information but as of yet no proof that any information was removed from the system. In response to the credit monitoring question from the retreat, he said it was his understanding that all faculty/staff could receive credit monitoring and a letter should be going out soon. Brenda Vasicek (Emeriti Association president) asked if this included emeriti and Provost Erickson said he believed so, but would check. Senator Todd asked whether or not the university was aware of the length of the attack, the purpose of the attack and if this was on a server available to the public. Provost Erickson did not have the answers to these questions but would check into it. Senator Bacon asked if credit monitoring covered adjunct faculty. Provost Erickson said yes. Senator Harlan asked if Ferris had the most updated data security software and Erickson responded that Ferris takes data security very seriously. Dean Nicol noted that another attack a few years ago was used as a system as a surrogate attack to allow attacks on other servers and this may have been one of those.</p>
5.	Committee Reports

	<p>A. Senator Alspach asked senators to review the meeting report in the packet which details meetings of the UCC last spring after the final Senate meeting. They will be meeting on Mondays at noon and if anyone wishes to attend the meeting, they are more than welcome but need to notify Paula in advance so she can arrange lunch.</p> <p>B. President Thapa said that the General Education Task Force did not have a voting motion and had been removed from 7D under new business. Chair Fred Heck was here to give a report. Professor Heck said that the job description in the packed showed the result of the Senate retreat discussion which appeared to place the coordinator position as more administrative and include authority, policy and procedure. They plan to do much of the assessment through TracDat. Senator Schmidt asked if changes could be made in job description wording. Professor Heck said he could take those changes via email outside the meeting. Senator Hanna asked if the final report include all of the relevant policies and procedures (even if not changed) and would make reference to the past efforts of the Senate to review General Education. Professor Heck said those documents are referenced via links, along with past efforts to revise General Education. Senator Alspach asked if they were to continue to assess outcomes in Blackboard. Professor Heck said yes. Professor Heck polled the Senate to see if they still wished to allow a single class to count for 3 separate outcomes and the general majority said yes.</p> <p>C. Student Government President Erin Williams was in class and unable to be present at the meeting for a report.</p>
7.	<p>Certificate Guidelines</p> <p>The motion from the April senate meeting was removed from the table. UCC chair Alspach shared some data from the Fact Book about certificates granted- primarily in the College of Business and Engineering Technology. This proposal put the requirements equivalent in percentages to those of a bachelors degree. Senator Boncher commended that it appeared that a majority of classes should be from the institution granting the certificate. Senator Schmidt that if this was a Banner issue, the programmers should be hired to handle this appropriate. He also noted this came up based on a specific situation of a shared institutional program. Senator Dakkuri asked about the range of credits for a certificate? Alspach responded that it is typically 6 but may change. Vice-President Marion asked if this was done for financial gain? Alspach pointed out that many go on to earn other degrees. Senator Klatt spoke in favor of the proposal as simplifying transfers. Senator Schmidt said that in the bachelors, often the credits not earned are the general education- not program requirements. Senator Tower asked if it was possible for both of the 6 credits to be elsewhere now? Alspach said yes. Senator Drake asked if this could be one and Alspach said the lack of language allows it. Senator Boncher said this is more of a big issue and perhaps a committee should be formed to examine the issue of percentage of degree classes taken at Ferris. Four voted in favor of the proposal, twenty-one against and 1 abstention.</p>
8.	<p>Charter Revisions.</p> <p>Secretary moved to make changes to the charter in Articles III and IV. Seconded by Senator Berghoef. Twenty-five voted in favor. 1 abstained. Motion passed.</p>
9.	<p>Distinguished Teacher Search Criteria</p> <p>Secretary Isler moved to modify the distinguished teacher award committee procedures to allow online instruction to be included in the 75% teaching requirement. Senator Dakkuri seconded the motion. Senator Nagel objected to the lack of a written motion included within the packet or on the screen at the motion which made discussion difficult and moved to table the motion. Senator Bacon seconded the motion to table. Senator Hanna said that the report given by the task force in August did not reflect the beliefs of all of the members of the committee. Vice-President Marion pointed out that a delay of this issue impacted this years selection process. Senator Schmidt called the question. There were twelve votes in favor of tabling, and 15 against so the motion to table failed. Senator Nagel asked about the difficulties of evaluating both online and face-to-face classes. Senator Dinardo, a committee member said it was challenging but possible, and this was not an award based solely on teaching if you read past announcements. Senator Hanna said that if many things other than teaching are included it turns it into a different award and he looked at it from the teaching point-of-view. Senator Nagel supported that. Senator Dakkuri said he would support a separate award for online teaching. Senator Wancour pointed out that a separate award for online teaching was two processes and questioned the ability to support two processed. Senator Griffin spoke in favor of a more inclusive process. Senator Groves spoke in agreement to the fact that the processes of teaching are different. Senator Schmidt noted that in some cases the tools and materials may have previously been created by another instructor. Senator DiNardo said even in evaluating two face to face instructors it is never an apple to apple comparison among disciplines. Senator Berghoef said just because it was harder, did not mean the</p>

	committee should not try. Senator Boncher asked if we could afford two awards? Provost Erickson said he would respect the decision of the senate. Senator Nagel pointed out there has been two winners of this award in the single year. Twenty voted in favor of the proposal and eleven against. Motion passed.
10.	<p>Program Advisory Committee Task Force.</p> <p>The motion was read by Secretary Isler. She moved to establish the creation of a task force on program advisory committees. Seconded by Senator Hanna. Senator Nagel asked for the purpose of the committees. President Thapa said it was to define the role and responsibilities of the committees. Senator Groves asked if the purpose was to create uniformity and why that was needed? President Thapa said advisory committees could use some forms for models. Senator Nagel pointed out not all programs are uniform. Senator Todd asked why this was needed. Senator Dakkuri pointed out that some guidance for those asked to form advisory board and general policy might be helpful. Senator Schmidt said this was more of a college level issue. Senator Todd felt this issue was already addressed by Academic Program Review. Senator Nagel agreed. Senator Piercey asked what the cost was of such a policy? Senator Hanna responded to Senator Piercey's question that it kept curriculums relevant and gave outside advice. Senator Tower pointed out the task force had no predetermined outcome. Senator Nagel said looking at different advisory committees as models might be helpful. Senator Baker said this committee would do no harm. Senator Potter asked to have Matt Wagenheim, Academic Program Review chair, involved in this process. Senator Marion said rubric models would also be helpful. There were 17 yes votes, 11 no votes and 5 abstentions. Motion passed.</p>
11.	<p>Task Force Evaluating Senate Committee Effectiveness.</p> <p>Secretary Isler made the motion. Senator Berghoef seconded it. Senator Nagel expressed concern about the wording of the motion, as it implied a predetermined outcome. The first sentence was modified by the maker of the motion from "This task force will examine the effectiveness of Senate committees and whether or not they need to be merged or modified or continue as they are" to "This task force will examine the effectiveness of Senate committees and suggest improvements and note strength." Senator Brandy asked if this was a repeat of the task force a few years ago. Vice-President Marion said no, as that committee focused on a rubric but not the content of the committee. Senator Wancour described the difficulties in disbanding the Academic Strategic Planning Committee. Senator Berghoef noted difficulties of location for committees like Health Promotions. Senator Schmidt said the committees should be rated on quality not quantity. Senator Nazar asked if committees have an expiration date set when created? Senator Groves asked if they could do it. Twenty voted in favor of the motion and seven against. Motion passed.</p>
9.	<p>Announcements</p> <p>A. President Eisler was not present to give a report.</p> <p>B. Provost Erickson discussed the enrollment numbers. Big Rapids numbers are stable but the FTIAC population is taking fewer credit hours which is a reduction in overall numbers. They are increasing the number of transfer students and international students and have recruited a more diverse population. SPARC has discussed declining summer enrollment and reasons (change in Pell grants and student debt loads) and need to come up with alternative models. He opened the floor to questions. Senator Bacon asked why were there so many transfer students? Provost Erickson said it was the nature of our programs and our transferability through MACRO. Senator Nagel gave comments on the scheduling of rooms based on class sizes in Arts and Sciences and how that did not work well with the teaching needs of individual classes.</p>
12.	President Thapa closed the meeting at 12:05 p.m.

Respectfully submitted,
Melinda Isler
Secretary

Senate Motion Supporting the GETF Recommendations

Whereas details of the document titled “The Ferris State University General Education Program: General Education Task Force Recommendations for Improvement” must be changeable as the Ferris community continues to evaluate it over the 2013-2014 academic year,

And whereas any suggestions for such change will be brought to the Academic Senate for comment before a decision is made to incorporate change into the document,

And whereas the General Education Task Force needs the support of the Academic Senate before passing the recommendations on to the Provost for his consideration,

And whereas timely consideration by the Provost is required in order to begin a Fall 2014 implementation of the recommended changes to the General Education Program,

Therefore, the General Education Task Force requests that the Academic Senate pass a motion supporting the recommendations described in the above named document.

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The Ferris State University General Education Program: General Education Task Force Recommendations for Improvement

INTRODUCTION

The General Education Task Force

The current General Education Program at Ferris State University was implemented in 1993 after a several year review of the pre-existing program. Minor changes followed over the next decade (Appendix 1) but it was not until 2008 that the program was formally reviewed as part of the university's academic program review process. The result of this review was an extensive report with recommendations authored by the University General Education Committee and approved in November, 2008 by the Academic Senate. The most significant recommendation of the report was that "...a task force be formed jointly by the Provost/Vice President of Academic Affairs office and the Academic Senate to review the philosophy, the general education outcomes, and the credit allocation of general education." [1, p. 2]

This recommendation led to the formation of a General Education Task Force (GETF) with membership established by the Provost's office and Academic Senate leadership (Appendix 2). Although individuals have changed over time, the positions they represent have remained in place. The charge of the task force was to:

"...review all historical University general education documents, gather information and knowledge for discussion related to the 21st Century bachelor degree student general education needs, create a comprehensive and effective General Education philosophy statement, identify learning outcomes for General Education that can be assessed, identify criteria for what would or would not meet such outcomes, consider course allocation, and develop an implementation timeline for any General Education changes that might occur." (Appendix 2)

The task force, which first met in April, 2009, has adhered closely to this charge. An important historical document is a 2003 Academic Senate report [2] that raised concerns about, among other things, the need for student learning outcomes that address financial skills and health/wellness. Task force recommendations address these concerns. The report also made the important observation that "General Education is a concept not a list of courses".

Research on the needs of 21st Century students reinforced this concern about general education being a list of courses. As task force members attended annual general education conferences offered by the Association of American Colleges and Universities (AACU) [3] and also the Higher Learning Commission it became clear that many universities were taking a more expansive view of general education and developing "university-wide" student learning outcomes. This view recognizes that those learning outcomes common to all university graduates are achieved not only through the traditional general education course requirements but also through courses and experiences in students' major and co-curriculum. The goal of this changed perspective is to integrate and deliver the university-wide outcomes throughout the students' full university experience.

The task force responded to this national trend by facilitating the development of 18 university-wide Ferris Learning Outcomes. Some of these will be met primarily through specific general education course work, others through course work in the majors, and others through experiences in the co-curriculum. Most will be addressed multiple times and integrated through all three areas of the students' university experience.

In addition to the Ferris Learning Outcomes (FLOs) the task force has developed, as charged, a philosophy statement for the program and also criteria for each of the 18 FLOs. The task force has also considered questions of course allocation for those FLOs that will be addressed primarily by general education course

work. Finally, national trends in general education reform have led the task force to recommend changes related to program administration such as processes for re-evaluating general education courses on a regular basis, curricular mapping, program assessment, and employing an individual for full-time oversight to the program. The timeline to begin implementation has been a moving target but at this time fall semester, 2014 seems like a reasonable goal.

It is important to note that the process of review and revision adopted by the GETF has at every stage relied heavily on suggestions and regular feedback from the university community. The forums for this feedback have included town hall meetings; meetings with colleges, departments, and numerous individuals; monthly reports to the Academic Senate; meetings with students, and Student Affairs administrators and staff; and campus surveys. The recommendations for change contained in this document have followed from these many meetings with groups and individuals from all around campus.

Recommendations in brief

The General Education Task Force recommendations for a revised Ferris State University General Education Program are summarized below. The remainder of this document provides a rationale and more detailed description of each recommendation. For reference, a description of the existing program can be found in Appendix 3. **Note that throughout the document, task force recommendations are in bold italics.**

1. ***Adopt the general education philosophy statement.***
2. ***Adopt the eighteen university-wide Ferris Learning Outcomes with defining criteria.***
3. ***Adopt a comprehensive plan for assessing the General Education Program.***
4. ***Retain the existing general education course requirements and credit hour distributions but modified with recommendations 5-9 below.***
5. ***Deliberately introduce freshmen to the Ferris Learning Outcomes by modifying ENGL 150 and some sections of COMM 121 to include a description of the Ferris Learning Outcomes, to begin specifically addressing some FLO criteria, and to begin the development of a student portfolio.***
6. ***Add a senior-level requirement in which students integrate their prior coursework and experiences in general education, majors, and co-curriculum within the context of the Ferris Learning Outcomes. The intent is that this requirement be met in an existing senior-level course within the major.***
7. ***Change the Quantitative Literacy requirement to read: “~~MATH 115 or 117 or higher for students entering before or during Fall 2017, at which time the requirement will be revisited.~~” “For students entering before or during Fall 2017, MATH 115 or higher with MATH 117 recommended for students in majors that do not require MATH 115 or MATH 116. The requirement will be revisited during Fall 2017.”***
8. ***Change Culture requirement to “no more than 6 of the 9 Culture credits with the same prefix.”***
9. ***Require all general education courses to include at least one co-curricular event relevant to the course for students to attend and reflect on as part of the course requirement.***
10. ***Adopt course criteria that describe what must be true of courses that meet the GE FLOs.***

- 11. Allow any Ferris State University course that meets the course criteria for a general education FLO to have general education status for that FLO. An approval process will be required for all courses requesting general education status.**
- 12. Hire a full-time Director (or Coordinator) of General Education.**
- 13. Retain the existing general education committee structure but add a representative from Student Affairs to the University General Education Committee, modify the outcome area subcommittees to equalize membership between the College of Arts and Sciences and other colleges, and add a subcommittee for Quantitative Literacy and for Integrative Learning.**
- 14. Retain the existing general education policies/procedures with minor change, and add policies/procedures for the periodic re-certification of GE courses, for curricular mapping of the Ferris Learning Outcomes, and for GE Program assessment.**

GENERAL EDUCATION PHILOSOPHY

Task Force Recommendation

- 1. Adopt the general education philosophy statement given below.**

General Education at Ferris State University challenges students to be successful citizens of a diverse and globalized world.

Rationale:

The first town-hall meeting held by the task force was in May, 2009. Over 40 people from diverse areas of campus attended to help brainstorm on the question: What should every Ferris graduate know, be able to do, and be like? The resulting discussion and list of ideas were the seeds for what has become the 18 Ferris Learning Outcomes. This meeting also provided the basis for developing a general education philosophy statement.

Several town-hall meetings during Fall semester 2009 produced a first draft of a philosophy statement that was presented to the Academic Senate and circulated campus-wide for feedback. The revised statement (above) was based on this campus input and endorsed by the Academic Senate in February, 2010.

The philosophy statement was accompanied by the following rationale:

A "...successful citizen of a diverse and globalized world" is someone who understands the important social and scientific issues of the day; someone who is able to effectively communicate their thoughts and ideas about these and other issues, and work effectively with others to address them; someone who is knowledgeable about other cultures and understands the inherent value of that; someone who is personally responsible for their own actions and behaviors; and someone who is able to develop and integrate new knowledge and experiences for a lifetime of personal and professional growth.... "

Furthermore, this concise and easily remembered statement of philosophy for general education at Ferris fits very well the university's mission, vision, and core values (Appendix 4). The statement has been an important guide in subsequent work to develop the Ferris Learning Outcomes.

THE FERRIS LEARNING OUTCOMES

Task Force Recommendation

2. *Adopt the eighteen university-wide Ferris Learning Outcomes with defining criteria.*

Rationale:

History of Development

The university-wide Ferris Learning Outcomes (Appendix 5) originated from several sources and evolved to their present form after many meetings with diverse groups and individuals from the university community. The first source of ideas was the May, 2009 town-hall meeting in which the GETF met with the university community to brainstorm together about what every Ferris graduate should know, be able to do, and be like (Appendix 6). At this early stage most participants were thinking of these as “general education outcomes”, implying they would be met primarily through general education coursework. However the second source of information, the 2003 Senate report on general education [2], expressed concern about the perception of general education being just a set of courses, a concern that was validated by a third source of information for the final set of outcomes, the Association of American Colleges and Universities.

Task force members who attended the February, 2009 AACU conference on general education were introduced to the idea of campus-wide, or university-wide student learning outcomes. This view recognizes that many of the outcomes desired for all university graduates, and traditionally labeled as general education outcomes, are also addressed through non-general education coursework in the majors and experiences in the co-curriculum. It is a view that recognizes some university-wide outcomes are most effectively met through specific, directed coursework (as in the traditional GE course requirements found at all universities) while others are better addressed within the majors and/or co-curriculum. For example outcomes like critical reasoning, creative thinking, integrative learning, team work, civic engagement, and others are probably met more effectively in the context of a student’s major discipline and “real-life” co-curricular experiences. Ideally for student learning, the university-wide outcomes are addressed multiple times throughout the university experience and in all three areas of learning: general education, majors, and co-curriculum.

In adopting university-wide outcomes, the conceptual framework of general education expands from being a list of courses to becoming a program that integrates students’ academic experience across the full curriculum (majors and general education) and co-curriculum. The university-wide outcomes, in our case the Ferris Learning Outcomes, provide the common thread that integrates these three paths of learning in the students’ full university experience.

The university-wide outcomes developed by the AACU, known as the LEAP (Liberal Education and America’s Promise) essential learning outcomes [4] (Appendix 7), fall into four categories: Knowledge, Skills, Responsibilities, and Integration. The LEAP outcomes and categories fit very well with what came out of the May 2009 Town Hall meeting (Appendix 6). This correspondence between outcomes developed through a national forum and the desires of Ferris State University for its graduates is the basis for recommending the Ferris Learning Outcomes articulated in Appendix 5.

In addition, the final set of FLOs includes two outcomes recommended in the 2003 Senate Report, Financial Literacy and Health and Wellness, as well as a Technology outcome reflecting the need for informed citizens to understand the role of technological systems in modern society. The full set of 18 FLOs recommended for adoption by the GETF therefore represents the combined thought of the May, 2009 Town Hall meeting (and many subsequent campus meetings), the 2003 Senate Report, and the nationally vetted LEAP outcomes articulated by the AACU.

The Ferris Learning Outcome Criteria

The FLOs are written as broadly stated goals for all graduates with descriptive statements to clarify intent, and in language that is accessible to all constituents: students, parents, and the community. As written, the outcomes are not conducive to assessment so each one includes a set of criteria that are assessable statements describing what a student should know or be able to do as evidence of achieving the outcome (Appendix 5).

The criteria for most of the FLOs generally follow language used in the VALUE rubrics [5] developed by the AACU to aid in assessment of the LEAP outcomes. Criteria for other FLOs (Culture, Society, Science, Technology, Global, Diversity & Inclusion, Financial Literacy, and Health & Wellness) were developed by subcommittees constituted of Ferris faculty with appropriate expertise.

Drafts of rubrics have also been developed for nearly all of the Ferris Learning Outcomes. The rubrics have either been modified from the VALUE rubrics or developed from scratch. At this time the rubrics need refinement but the expectation is that they will be used as the basis for developing in-house assessment instruments for each of the FLOs.

Addressing the FLOs: Where and When in the Student Experience

Repeated exposure to and practice with new concepts is one of the most effective strategies for learning, especially if the concepts are presented in a variety of contexts. Because the Ferris Learning Outcomes are university-wide, have multiple criteria, and are expected of all graduates, the need for repeated exposure and practice will be especially important. For this reason the outcome criteria for all FLOs should, as much as possible, be addressed multiple times throughout the student's learning experience and in the context of all three areas of learning: majors courses, general education courses, and the co-curriculum.

The Venn diagram in Appendix 8 shows where the 18 FLOs might primarily be addressed in terms of these three areas of learning. Although the diagram shows primary associations, it's almost certainly true that all 18 FLOs are addressed to some degree in each of the three areas. The diagram illustrates the fact that achieving these university-wide outcomes will only be possible if the responsibility is shared by the full university community.

The general education Ferris Learning Outcomes (Culture, Self & Society, Natural Science, Written and Oral Communication, and Quantitative Literacy as well as Global and Diversity & Inclusion) will be addressed primarily through required general education coursework. This coursework will provide a solid knowledge base for subsequent related learning and experiences in major's courses and the co-curriculum. This is especially true of the skills-based outcomes (Communication and Quantitative Literacy) where practice of fundamental concepts learned in the general education courses will be important to student success.

Major's programs will likely be the best place to address most of the remaining Ferris Learning Outcomes. Although many of these are also addressed to varying degrees through general education courses and co-curricular experiences, students will most likely see their importance if they are deliberately addressed within the major. The Academic Program Review process may be a way for programs to document where in the major these outcomes are addressed.

For most students, the co-curriculum plays a crucial role in the university experience and there is no question that deep student learning can take place there as students apply curricular knowledge and skills to "real-life" experiences. Furthermore, most of the Ferris Learning Outcomes are addressed at some level through the wide variety of co-curricular experiences available to students such as RSOs, campus employment, or the

many events offered on campus each year. For these reasons, the task force agrees that it is important to encourage student participation in co-curricular experiences. Perhaps the biggest challenge in this regard is documenting which FLOs are addressed by students in the co-curricular activities they choose to participate in. One strategy to encourage and document participation in co-curricular events is Recommendation 9 which is to have all general education courses require students to attend and reflect on at least one co-curricular event.

Clearly it is difficult to know at this time exactly where each FLO will be met most effectively. As mapping and assessment of the FLOs takes place across the full curriculum and co-curriculum we will know with greater confidence where each FLO is being addressed and where we need to encourage additional experiences to reinforce and achieve the FLO criteria.

Regarding when the FLOs are addressed, they need to be introduced early so students begin the university experience understanding the importance and relevance of these university-wide outcomes. To accomplish this, a recommendation of the task force is to modify some freshman level written and oral communication courses to include an introduction to the FLOs and to begin specifically addressing some FLO criteria (Recommendation 5). The goal is for students to realize early that the FLOs represent a consensus among university, community, and business leaders about what is important for the personal and professional success of all graduates. As part of this effort, the task force recommends that students begin a portfolio of their work that will be developed throughout their time at Ferris. It will include reflective writing that deliberately links the FLOs to the courses and activities students take part in. Through this practice the Ferris Learning Outcomes will integrate the three areas of student learning into a more meaningful whole.

As a complement to this early introduction to the FLOs the task force also recommends that a senior-level course in each major be modified in a way that requires students to address the Integrative Learning FLO by reflecting back on their full university experience in the context of the Ferris Learning Outcomes (Recommendation 6). A primary tool for demonstrating this student reflection will be the portfolios that students began to develop as freshmen and will bring to completion in the senior-level integration of learning. Together, the freshman introduction to the FLOs and the senior integration course have great potential for improving students' ability to integrate knowledge across many disciplines and for helping them understand the importance and relevance of these university-wide outcomes for their future success.

Assessing the Ferris Learning Outcomes

Task Force Recommendations

3. *Adopt a comprehensive plan for assessing the General Education Program.*

Rationale

A plan for assessing how well the university is achieving the 18 Ferris Learning Outcomes is being developed and will include both in-house and national assessment instruments. Rubrics exist for most of the FLOs and will provide a basis for developing in-house assessments. In addition, the general education FLOs (next section) will be assessed using nationally normed assessments such as the National Survey of Student Engagement (NSSE) and successors to the Academic Profile (AP) exam which is a direct assessment of student learning in the general education outcome areas. Eighteen outcomes will be a challenge to meaningfully assess so an assessment cycle will likely be developed in which 4 -5 outcomes are assessed each year so that each outcome is assessed about every 4 years.

Furthermore, to paraphrase plenary speaker Mary Allen from the 2009 AACU meeting on general education, a crucial aspect of an assessment plan is that it be "meaningful, manageable and sustainable." "Meaningful" in

that assessment results are valid, reliable and actionable; “manageable” in that assessment is efficient, simple, and can be done in small steps; “sustainable” in that it engages students and therefore gets their best work, and in that it interests faculty so it leads to change and improvement. Our goal will be an assessment plan for the Ferris Learning Outcomes that meets these criteria.

THE GENERAL EDUCATION FERRIS LEARNING OUTCOMES

Task Force Recommendation

4. Retain the existing general education course requirements and credit hour distributions but modified with recommendations 5-9 below.

Rationale

General Education Course Requirements at Ferris and at Similar Institutions

Among the eighteen Ferris Learning Outcomes are the traditional general education outcome areas that are primarily met through coursework specific to the outcome; these are the general education FLOs. At most Michigan universities including Ferris, this general education coursework amounts to about a third (38-40 credit hours) of a student’s bachelor’s degree requirement. In the existing program at Ferris, these general education credit hours are distributed as follows:

Communication: (9 cr hr written comm; 3 cr hr oral comm)	12 cr hrs (4 courses)
Quantitative Skills: MATH 115 or higher	3 cr hrs (1 course)
Scientific Understanding:	7 cr hrs (2 courses)
Cultural Enrichment:	9 cr hrs (3 courses)
Social Awareness:	9 cr hrs (3 courses)
Global Consciousness:	overlap with one other course
Race/Ethnicity/Gender:	overlap with one other course
Total:	40 cr hrs (13 courses)

Students may graduate with fewer general education credit hours if competency requirements are met which most often happens in the written communications or quantitative skills areas.

Appendix 9 shows the general education course requirements at institutions similar to Ferris. These similar institutions are those identified in the 2008 Academic Program Review [1, pp. 14-20] and include both Michigan and out-of-state universities. The information in Appendix 9 has been updated to reflect changes at these institutions since the 2008 APR. This data reveals that the same outcome areas in the existing Ferris program are addressed through general education coursework at our similar institutions and with mostly the same number of total credit hours, although the distribution of those credit hours may vary. Nationally, these same outcome areas are identified as LEAP outcomes under the Skills and Knowledge areas [4]. Furthermore, total general education credit hours are about the same at most institutions nationally although the range is 30 to 50 credit hours.

In short, the General Education Program at Ferris is not “broken” in terms of course requirements which are very much in line with national trends and with requirements at other similar institutions. It is because of this alignment and the lack of a compelling reason to change that the task force recommends the existing general education outcome areas be retained and with the same credit hour distributions, but with the changes for improvement described in Recommendations 5 - 9. This will facilitate student transfers between Ferris and similar Michigan universities and will certainly simplify the transition into a revised program in many ways.

Appendix 10 describes in detail the general education course requirements for the existing program together with the recommended changes for improvement.

Changing General Education Courses to Improve Student Learning

Task Force Recommendation

- 5. *Deliberately introduce freshmen to the Ferris Learning Outcomes by modifying ENGL 150 and some sections of COMM 121 to include a description of the Ferris Learning Outcomes, to begin specifically addressing some FLO criteria, and to begin the development of a student portfolio.***

Rationale

One of the concerns about the existing General Education Program is that general education coursework, and the broader set of learning goals embodied by the Ferris Learning Outcomes, are often viewed by students as unnecessary hurdles to graduation. This is clearly not the view of business and community leaders [6] who consistently cite these outcomes as essential components of a university education that play a key role in the personal and professional success of graduates. Recommendations 5 and 6 are meant to specifically address the concern about student attitudes toward general education.

The purpose of the freshman introduction to the FLOs is to help students understand at the outset how and why the achievement of these outcomes, which are integrated throughout their university experience in courses and in co-curricular activities, is essential to their success. They will learn about the purpose of each FLO and begin addressing criteria for several of the skills based FLOs including information literacy, critical reasoning & thinking, oral and written communication, and teamwork. These skills will be used to analyze, investigate, research, find solutions and present findings to a wide variety of problems including community, social, technical or environmental problems. This will not only lay an early foundation for skills students will use in subsequent courses, it will also help them see the connections between general education courses, courses in the major, and co-curricular experiences.

To help integrate their learning across the full university experience, students will begin to develop portfolios where they deliberately reflect on the Ferris Learning Outcomes and how those outcomes are woven through their general education, majors, and co-curricular experience. In this way the FLOs serve to link areas of learning previously viewed by most students as separate and unrelated aspects of their university education. Furthermore, as students continue to build the portfolios until graduation they will have produced an invaluable professional resource that holds evidence of their knowledge, skills, and accomplishments.

English 150 was chosen as a course to modify for this purpose because all students are required to take it during their freshman year and it is amenable to incorporating this introduction to the FLOs without changing its function as an introductory writing course. Appendix 11 provides a proposed description of ENGL 150 modified to address the Ferris Learning Outcomes. About a fourth of incoming students enter with ENGL 150 competency and are therefore not required to take it. Most of those students take COMM 121 so some sections of that course will also be modified to address the FLOs as described above.

Task Force Recommendation

- 6. *Add a senior-level requirement in which students integrate their prior coursework and experiences in general education, majors, and co-curriculum within the context of the Ferris Learning Outcomes. The intent is that this requirement be met in an existing senior-level course within the major.***

Rationale

Using an existing senior-level course within a student's major is recommended as a place for students to intentionally integrate their majors, general education, and co-curricular learning by reflecting back on their university experience in the context of the Ferris Learning Outcomes. A major goal of this effort will be to specifically address the Ferris Learning Outcome for Integrative Learning (Appendix 5). It's expected that the portfolio students begin to develop as freshmen will be a very important tool for demonstrating this integration. Because this integration of prior learning will probably be most effective in the context of a student's major, the hope is that one senior-level course in each program can be modified with minimum effort to meet the outcome. Together, the freshman introduction to the FLOs and the senior integration should provide students with a more holistic and enriched perspective on their full learning experience at Ferris.

Task Force Recommendation

- 7. Change the Quantitative Literacy requirement to read: "~~MATH 115 or 117 or higher for students entering before or during Fall 2017, at which time the requirement will be revisited.~~" "For students entering before or during Fall 2017, MATH 115 or higher with MATH 117 recommended for students in majors that do not require MATH 115 or MATH 116. The requirement will be revisited during Fall 2017."**

Rationale

The existing requirement for quantitative literacy is MATH 115 or higher. Most students take MATH 115 to meet the requirement. However, as currently configured, MATH 115 (which is an intermediate algebra course) does not align well with the criteria for the QL FLO (Appendix 5). At the same time, MATH 115 serves as an important prerequisite for other math courses and for math intensive courses in many programs. Although MATH 117 is a course that better meets the QL criteria, it is generally not appropriate as a prerequisite for other math or math intensive courses. The Mathematics Department is actively working to address the issue so that MATH 115, as well as possible alternatives, continues to serve the prerequisite needs of programs but in ways that also align with the QL criteria. In order to accomplish this task the Mathematics Department has requested time to make adjustments and to develop alternatives so its curriculum better meets the needs of Ferris students and the many programs that rely on solid mathematics preparation.

Task Force Recommendation

- 8. Change Culture requirement to "no more than 6 of the 9 CE credits with the same prefix."**

Rationale

The reason for changing the Culture requirement to "no more than 6 of the 9 credits with the same prefix" is two-fold. First, many courses can meet most of the criteria for this FLO, but because of the multiple disciplines in that area few if any can meet all of the criteria. Taking the three Culture courses from more than one discipline will help ensure that most students are exposed to all of the criteria for the outcome. Another reason is to push students to broaden their learning experience by venturing beyond a single discipline of study. Finally, phrasing this requirement as "6 of 9 credit hours" rather than "2 of 3 courses" allows students interested in one credit music activity courses to take more than two with the same prefix.

Task Force Recommendation

- 9. Require all general education courses to include at least one co-curricular event relevant to the course for students to attend and reflect on as part of the course requirement.**

Rationale

The university offers a wide variety of co-curricular events that are important learning opportunities for students. These events are most effective for learning when students are asked to reflect on the experience

and connect it with other learning or experiences in their lives. Doing this in the context of a course provides an opportunity for deeper learning as students process the information with their professor and classmates. It also validates the importance of these co-curricular activities and will help students see how knowledge is integrated across the curriculum and co-curriculum.

Criteria for Courses Designated as Meeting the General Education FLOs.

Task Force Recommendations

10. Adopt course criteria that describe what must be true of courses that meet the GE FLOs.

Rationale

In any academic program courses are expected to meet specific learning outcomes and be taught by faculty with appropriate academic expertise and/or significant personal experience in the discipline. Courses that deliver the general education FLOs are no exception and for this reason should meet certain criteria in order to receive general education status. Specifically, the recommendations are that a course: 1) must address all or most of the defining criteria for the general education FLO requested; 2) must spend at least 75% of class time and assessment addressing the outcome criteria in about equal measure; 3) must be taught by faculty with academic credentials appropriate to the course; and 4) should be transferrable as a comparable course to other institutions. Appendix 12 provides a more detailed description of the recommended course criteria for each of the general education FLOs.

Addressing the General Education Ferris Learning Outcomes

Task Force Recommendations

11. Allow any Ferris State University course that meets the course criteria for a general education FLO to have general education status for that FLO. An approval process will be required for all courses requesting general education status.

Rationale

This recommendation is to make clear the conviction of the task force that the General Education Program belongs to the entire university and that courses from any college should be eligible for general education status. This is actually allowed under the existing program and in fact 31 (about 8 % of) general education courses are now offered from colleges other than Arts and Sciences. There is, however, a perception that deserving courses from other colleges have not been approved because of how the evaluating committees are structured. Whether or not this perception is true, there is no question that the membership of these committees is dominated by A&S faculty.

For example, the committee responsible for evaluating courses requesting Scientific Understanding status is required to have “2 faculty from the physical sciences and 2 faculty from the biological sciences and 2 faculty from Colleges other than Arts and Sciences.” Evaluating committees for the other GE outcome areas are similarly structured. A committee structure dominated by discipline experts was written into the existing program to help ensure that general education courses are of high quality and appropriately meet the established criteria. In this regard it has been a successful process, but it has also raised concerns about “turf protection” in that evaluating committees could deny deserving courses simply because they are offered by other colleges.

Since the 2008 APR this concern has been partly addressed by introducing an appeals process for denied proposals. The policy allows faculty whose course has been denied to appeal the decision to the University General Education Committee which oversees the program and has a membership evenly divided among the

colleges. In addition to retaining this policy, the task force recommends (Recommendation 13) that evaluating committees should be re-structured to include more faculty from colleges other than A&S.

There is no question that the College of Arts and Sciences will remain the primary provider of the general education FLOs. Arts and Sciences is where the appropriate discipline expertise is concentrated, and providing general education coursework is the historic role for this college at Ferris and virtually every other university in the United States. However, it is also true that similar expertise exists in other colleges and a fair process for recognizing that expertise must be part of the revised General Education Program.

ADMINISTRATION OF THE GENERAL EDUCATION PROGRAM

General Education Program Director/Coordinator

Task Force Recommendations

12. Hire a full-time Director (or Coordinator) of General Education.

Rationale

Perhaps the most important recommendation of the General Education Task Force is that the university employ a full-time Director of General Education to oversee the day-to-day operations of the 21st century program being proposed. Although this would be a new position for Ferris, more and more universities are making this investment in their general education programs and it will certainly be required at Ferris if the full-potential of an enhanced program is to be achieved.

The existing General Education Program enrolls over 10,000 Ferris students, offers several hundred courses, employs well over 100 faculty, and brings millions of dollars annually to the university. Despite this status as the largest academic program on campus, only ¼ release time is currently awarded to a faculty member to administer its day-to-day operations. This provides only enough time to usher new Gen Ed course proposals through the approval process, answer questions about the program from individuals around campus, mediate Gen Ed issues that arise for a variety of reasons, oversee the Gen Ed outcome area subcommittees, and make efforts (with limited success) to assess the Gen Ed outcome areas. A ¼ release time will not be sufficient for oversight of the enhanced program being proposed by the Task Force.

The need for a full-time Director of General Education is evident by considering the additional following needs of an updated program:

1. An assessment plan for the General Education Program that is deliberate and proactive in nature. Assessment of how well the General Education Program is achieving the Ferris Learning Outcomes (FLOs) is a requirement of the revised program, not only for the purpose of continuous improvement but also for future HLC accreditation. Such a plan must include: 1) development of both direct and indirect internal assessment instruments for each of the 18 FLOs; 2) administering internal and external assessment measures on a regularly scheduled cycle; 3) documentation of FLO assessment results in TracDat; and 4) oversight of a mechanism for ensuring that results are disseminated, analyzed, and used to help improve student success. These efforts to assess how well the university is achieving the Ferris Learning Outcomes will require a significant time commitment for a full-time Gen Ed administrator who would also work closely with the University Assessment Committee and Associate Provost of Assessment.

2. Re-validation of courses approved for the GE Ferris Learning Outcomes. In the existing program, once a course is approved for general education status it retains that status indefinitely without further review. There is no mechanism in place for future evaluation of a course to ensure it still meets the criteria of the general education designator it was approved for. Periodic re-validation of general education courses is essential for ensuring they still meet the approved criteria. It also provides a mechanism for demonstrating that students are indeed meeting the criteria. The need for such a process was reinforced during the last HLC visit when the team met with the University General Education Committee and General Education Task Force. They were specifically asked if any general education course had ever lost its status based on assessment data. Of course the answer was no because there is no mechanism in place for doing that.

Course re-validation will likely involve examining 50-80 courses per year as well as educating faculty and departments about what is expected as documentation that courses are successfully meeting the criteria. Administrative direction and oversight will clearly be needed to organize and implement the committee work and faculty development needed to accomplish this re-validation process.

3. On-going curricular and co-curricular mapping of all Ferris Learning Outcomes. Curriculum mapping is something that happens routinely within major's programs and needs to become an on-going activity for the one program on campus which enrolls virtually every student, the General Education Program. Such on-going mapping will be required to identify where on campus and at what level of achievement each of the 18 FLOs is being addressed. Mapping is not only required for in-house monitoring, assessment, and improvement of the program but also for HLC accreditors who want to know where in the curriculum or co-curriculum students are being introduced to and achieving each of the FLOs. Developing and implementing a strategy for effective, on-going mapping of the Ferris Learning Outcomes will be a required element of the revised program and will need the attention of a full-time administrator.

4. Coordination with Student Affairs for developing and recognizing co-curricular experiences that address the Ferris Learning Outcomes. Co-curricular experiences play a key role in the education of successful graduates and many of these experiences directly address the FLOs. National trends at other universities recognize this and actively involve student affairs leaders in developing co-curricular experiences that address university-wide outcomes. At Ferris this partnership between Academic Affairs and Student Affairs has already begun and there is great potential for growth that will significantly enhance and integrate the students' full university experience. A deliberate effort to coordinate with Student Affairs leaders to create co-curricular experiences that specifically address the FLOs will be an important role for a full-time Gen Ed administrator.

5. Promotion, development and coordination of activities that encourage the use of High Impact Practices (HIPs). As defined by the Association of American Colleges and Universities, HIPs include [7]:

First-Year Seminars and Experiences	Service Learning
Common Intellectual Experiences	Learning Communities
Writing Intensive Courses	Undergraduate Research
Collaborative Assignments and Projects	Diversity/Global Learning
Internships	Capstone Courses and Projects
Linked Courses	

HIPs have proven to be highly effective and desirable components of university curricula and should have a prominent role in a revised Gen Ed program. Virtually all of the HIPs listed above are practiced to some extent at Ferris and, because the FLOs are campus-wide expectations of all graduates, it will be important to promote their more wide-spread use. Creating and promoting opportunities for the use of HIPs, and providing faculty development opportunities for their successful implementation will be another important role for a full-time Director of General Education.

6. Promotion of the General Education Program to all constituents. Combined with the strong majors programs that Ferris is well known for, an equally strong General Education Program will make Ferris an even more attractive choice for students. For this reason, promotion and marketing of the program will be an important part of the job for a full-time GE administrator. This will involve regular and active communication with all constituents about the importance of the Ferris Learning Outcomes for the success of our graduates. Such communication might include: 1) presentations at new-student and new-faculty orientations, 2) development of informational and promotional literature about the Gen Ed Program that becomes part of the university's marketing program, and 3) dissemination of bookmarks, folders, and other similar items that keep the Ferris Learning Outcomes visible to all constituents on and off campus.

Based on feedback gathered at the August 2013 Academic Senate retreat and town-hall meeting the task force recommends this full-time leadership for the General Education Program should be a Director of General Education serving in an administrative position. The Director will be responsible for day-to-day oversight of the program and will collaborate with faculty, the University General Education Committee, the Academic Senate, and the Provost to accomplish the needs described above of an updated program, and to implement program policies and procedures (Appendix 14). **An updated draft of a detailed job description for the Director position is provided in Appendix 15.**

University General Education Committee and subcommittees

Task Force Recommendations

13. Retain the existing general education committee structure but add a representative from Student Affairs to the University General Education Committee, modify the outcome area subcommittees to equalize membership between the College of Arts and Sciences and other colleges, and add a subcommittee for Quantitative Literacy and for Integrative Learning.

Rationale

The committee structure for the existing General Education Program includes the University General Education Committee (UGEC), which provides faculty oversight of the program, and a subcommittee for each of the GE outcome areas. Each outcome area subcommittee is responsible for evaluating courses requesting GE status for that outcome, and also for developing and implementing internal assessments for that outcome. This overall structure has worked fairly well and should be retained.

However, as described under Recommendation 11 above, there is a perception that the existing membership requirements of the outcome area committees is too heavily weighted with Arts and Sciences faculty. The concern is this may result in the unfair denial of GE status for courses offered by colleges other than Arts and Sciences. The task force therefore recommends that subcommittee memberships be changed so that each outcome area committee will have an equal number of faculty from other colleges as there are from the College of Arts and Sciences. This will allow abundant discipline expertise to remain on each committee and

will also prevent the rejection of proposals simply because they are not from CAS. Tie votes on proposals would then be decided by the UGEC.

Under the existing program the membership of the University General Education Committee is one faculty member from each undergraduate college (Arts and Sciences, Business, Education and Human Services, Engineering Technology, Health Professions), one faculty member from FLITE, one faculty member from Academic Counselors, the General Education Coordinator who chairs the committee, and the Associate Provost of Academic Operations who is an ex officio member. This membership requirement seems to work fine in the existing program but in recognizing that the co-curriculum also plays an important role in addressing the Ferris Learning Outcomes the task force recommends adding a Student Affairs representative to the University General Education Committee.

Appendix 13 provides a more detailed description of the membership and responsibilities of the existing General Education Program committees together with the explicit recommendations for membership changes to each subcommittee.

GE Program Policies

Task Force Recommendations

14. Retain the existing general education policies/procedures with minor change, and add policies/procedures for the periodic re-certification of general education courses, for curricular mapping of the Ferris Learning Outcomes, and for General Education Program assessment.

Rationale

In the existing GE Program there is policy/procedure written and approved for each of the following items.

1. Procedure for making changes in General Education
2. Approval process for new courses seeking Gen Ed status
3. General Education Transfer Equivalency Determinations
4. Removing Gen Ed status from a course
5. Appealing the rejection of Gen Ed status by an outcome area subcommittee
6. Materials to submit for new courses seeking Gen Ed status

Each of these policies/procedures is included in Appendix 14 along with task force recommendations for change. In addition, new policies are under development at this time that will establish procedure for general education course re-certification, curriculum mapping of the Ferris Learning Outcomes, and General Education Program assessment.

This third draft of the recommendations document includes, in Appendix 14, a fully-articulated draft of a recertification policy for general education courses. The policy establishes a schedule whereby all courses in a given GE outcome area are recertified for their GE status every 5 years. The policy requires that all new and existing GE courses have curricular Form E data entered into TracDat before GE status is activated (existing courses will have a 2-year window to enter the data), and that each course has assessment results and analysis entered for at least one of the GE FLO criterion annually.

IMPLEMENTATION OF REVISED PROGRAM

The details of transitioning into the revised program are being worked on but will include the following elements:

1. Hiring a full-time GE coordinator or director to oversee the program.

2. Developing a process for re-certification of existing GE courses that wish to retain GE status (probably within a two year window) and for approving other courses requesting GE status.
3. Developing a process for implementing new course requirements (recommendations 5-9 above).
4. Identifying faculty development needs for successful implementation of the revised program and then providing opportunities for that faculty development.
5. Identifying and resolving any issues related to student transfer to or from the university.
6. Developing a plan for communicating with all constituents about changes in the program.

CONCLUSION

After four years and countless meetings with groups and individuals it is clear that attitudes about general education at Ferris are extremely diverse and strongly held. This diversity of opinion has produced rich, campus-wide discussion resulting in the 14 recommendations for improving the Ferris State University General Education Program described in this document. These recommendations touch on all aspects of the program and reflect not only campus-wide input but also national trends in general education reform. Adopting the recommendations will lay the foundation for a strong, coherent program that will be relevant for the foreseeable future, will be nationally competitive with similar institutions, and will have great potential for measurably improving the quality and success of Ferris graduates.

At the same time, some change to these recommendations will certainly occur in the coming weeks as the university community examines, debates, and comments on ways to improve what the task force has produced. This is an essential part of the process that is necessary and desirable for moving toward a broader consensus about what the General Education Program at Ferris should look like. The General Education Task Force looks forward to your feedback.

Appendix 1

A Brief History of the Current Ferris State University General Education Program*

1993: Began implementation of current program (with minor changes since) following several years of study by a general education task force and recommendations to the Academic Senate. Implementation was concurrent with conversion from quarter to semester system.

1995: North Central Accreditation (NCA) site visit found inadequacies in several areas, including: (see APR report for other concerns):

1. lack of a philosophy statement,
2. inadequate administrative structure,
3. lack of assessment,
4. lack of criteria for selecting courses,
5. lack of “campus-wide acceptance of the centrality of general education in all academic programs...”.

1998: NCA focused site visit found significant enough improvement, however it still found no broad support for the centrality of general education and recommendations included:

1. need for better explanation to students about the purpose of general education,
2. need for gen ed outcomes on gen ed course syllabi,
3. need for better training of advisors on gen ed requirements
4. need for review of Race/Ethnicity/Gender (REG) courses to determine how much of course work is actually focused on REG.
 - a. REG criteria were developed that required 75% of course to be REG content
 - b. Approved by Academic Senate, but with concerns that this would decertify many courses and make it difficult for students fulfill the requirement.
 - c. VPAA froze REG by allowing existing courses to continue to count while new courses would meet the new criteria. This continues as the present situation.

2001: NCA focused site visit substantiated many positive aspects of program; still some concerns, in particular: “...continues to be inconsistency in administration and expectation across departments, particularly in regards to rigorous application of stated criteria for GE courses.” Efforts to address this included:

- a. employing the University General Education Committee as final arbiter of the curriculum,
- b. educating offering departments about course criteria to employ when requesting gen ed status
- c. consistent use of course criteria by gen ed committees reviewing course proposals

2002: Academic Senate formed a committee to review gen ed. Committee submitted a report in July 2003 with recommendations for changes in gen ed outcomes and credit allocation. However,

“This committee was not formed by both the Senate and the VPAA together and so did not meet the conditions established by the approved general education procedures for recommending changes to the general education outcomes or the credit allocation.”

After review of the senate report by the VPAA:

1. Social Awareness requirement was changed to require a 200 level course rather than 300 level, and
2. a freeze was placed on any changes to general education until a later date, preferably following a program review process.

2008: The General Education Program underwent an Academic Program Review. The resulting report was submitted with recommendations to the Academic Program Review Council in the summer of 2008 and was approved by the Academic Senate in November, 2008.

*Summarized and quoted from the Academic Program Review report on General Education, 2008, pp. 3-9 (1).

Appendix 2**Charge of the General Education Task Force with Original Membership**

TO: General Education Task Force
 FROM: Don Flickinger, Assistant Vice President for Academic Affairs
 SUBJECT: First Task Force Meeting April 3, 2009, 3:00 – 4:30 PM, FLITE 133
 DATE: March 18, 2009

The Vice President of Academic Affairs and Academic Senate has agreed to create a General Education Task Force (GETF) for the purpose of reviewing Ferris State University General Education. The charge to this group, as articulated in the “Guidelines for the General Education Task Force As Reviewed and Approved by Senate President Griffin and Assistant VP Flickinger” is to review all historical University general education documents, gather information and knowledge for discussion related to the 21st Century bachelor degree student general education needs, create a comprehensive and effective General Education philosophy statement, identify learning outcomes for General Education that can be assessed, identify criteria for what would or would not meet such outcomes, consider course allocation, and develop an implementation timeline for any General Education changes that might occur. The General Education Task Force membership is to include: one representative from each college; two student representatives; the general education coordinator; UCC Chairperson; APRC Chairperson; the Assistant VPAA or VPAA; one Dean or Associate Dean; the President of the Senate; the Vice President of the Senate; and one representative from Student Affairs. GETF members should be chosen by the Senate President and the VPAA. Tenure-track faculty chosen for GETF should be tenured.

General Education taskforce membership agreed upon by Senate President Rick Griffin and Assoc. VPAA Flickinger:

AHS

Lisa Wall,

Student Affairs

Kristen Salomonson

AS

Dan Adsmund

Dean/Associate Dean

Van Edgerton

BUS

Nate Tymes

General Education Coordinator

Fred Heck

EHS

Nancy Lashaway-Bokina

APRC

Doug Haneline

ET

Mike Feutz

UCC

Leonard Johnson

OPT

Senate President

Rick Griffin

PHR

Greg Wellman

Senate Vice President

Mike Berghoef

Librarians/Counselors

Paul Kammerdiner

VPAA Office

Provost Fritz Erickson

UC

Terry Doyle

Assistant VP Don Flickinger

Adjunct Faculty

Tom Jorsch

Two Students from Student Government

Appendix 3

Basic Elements of the Existing GE Program

Philosophy:

Ferris State University is dedicated to the ideal of blending career-oriented professional and technical education with a solid base of general education. Our general education program provides students with the academic skills, analytic ability, and general knowledge necessary to flexibly meet the challenges of their personal, civic, and professional lives. General education at Ferris accomplishes the following:

1. It enhances and enriches the skills essential to students' success in every field and most areas of their lives.
2. It provides students with the knowledge that will allow them to adapt to change, advance in their careers, and act as informed citizens.
3. It assists students in gaining a better understanding of themselves. It also widens the horizons of their experience by offering them a better understanding and appreciation of some of the best of human achievement.

Outcome Areas: Student learning outcomes and other program information can be found at: <http://www.ferris.edu/htmls/academics/gened/gened.html>.

Limited student choice

Communication Competence (Writing and Speech) 13 courses

There are also 34 Writing Intensive Courses (WIC) that can help meet the upper level writing requirement.

Quantitative Skills MATH 115 or higher

Many student choices for courses (though often limited by program requirements)

Cultural Enrichment 189 courses

Global Consciousness 82 courses, all overlap with GE or Majors courses

REG 71 courses, all overlap with GE or Majors courses

Scientific Understanding 88 courses

Social Awareness 74 courses

No courses, spread across curriculum (majors, gen ed) and co-curriculum (Student Affairs)

Life-Long Learning (outcomes described in APR Report but not on website)

Includes: reasoning ability, library/information skills, project organizational skills, collaborative skills, and computer competence.

Total separate courses in program, approximately 368. This does not include experimental _90 courses, many of which are Study Away courses.

All courses spread across 4 colleges (CAS, CET, COB, CEHS) and 17 departments (Architecture, Printing, Surveying, Economics, International Business, Management, Marketing, Criminal Justice, HVAC, Manufacturing, TV Production, all 6 CAS departments).

Accounts for a third of Bachelor's degree requirements.

Produces about 5 million dollars per year in profit for the university (APR report, 2008).

Requirements by Degree:

BS/BA/BAS/BIS/BSW: 40 cr hrs

CC: (9 cr hr writing; 3 cr hr speech)	12	cr hr
QS: MATH 115 or higher; or equivalent	3	cr hr
CE:	9	cr hr
SU:	7	cr hr
SA:	9	cr hr
GC: one course	0	cr hr (outcomes overlap with other courses)
REG: one course	0	cr hr (outcomes overlap with other courses)

AA/AS: 38 cr hr

CC: (6 cr hr writing; 3 cr hr speech)	9	cr hr
QS: MATH 110 or higher; or equivalent	4	cr hr
CE:	9	cr hr
SU:	7	cr hr
SA:	9	cr hr

AAS: 19 cr hr

CC:	6	cr hr in writing only
QS: MATH 110 or higher; or equivalent	4	cr hr
CE:	3	cr hr
SU:	3	cr hr
SA:	3	cr hr

NOTE: Actual credit hours may be less if proficiency is demonstrated, or more if prerequisites are required.

Assessment :

External, nationally normed: Provides Pre/Post data plus comparison to “peers”.

Academic Profiles (now Measure of Academic Proficiency and Progress - MAPP)
National Survey of Student Engagement

Internal: Produced by departmental or outcome area committees

Writing: pre/post with rubrics

CE: survey

SA: test

SU: test

REG: survey

GC: survey

LLL: survey

TracDat: AP and NSSE data are entered as well as internal assessment data.

Administrative Structure:

Provost: Has overall responsibility for the program.

UGEC: Chaired by Gen Ed Coordinator with one rep from: each college + academic counselors group + FLITE + Assoc. Provost for Academic Operations as nonvoting member

Coordinator Responsibilities

Contact person for Gen Ed questions from all sectors

Shepherds new proposals through the approval process

Works with outcome area subcommittees on assessment/course approval

Drafts policy/procedure documents

Meets and works with individuals or groups about questions, issues, concerns

UGEC Responsibilities

Final approval or removal of gen ed status for courses

Set policy/procedure

Oversight of outcome area subcommittees

Mediate conflicts

Outcome Area Subcommittees: Assessment and Course Approval

Policies and Procedures: There is policy/procedure written and approved for each of the following items.

1. Procedure for making changes in General Education
2. Approval process for new courses seeking Gen Ed status
3. General Education Transfer Equivalency Determinations
4. Removing Gen Ed status from a course (APRC recommendation)
5. Appealing the rejection of Gen Ed status by an outcome area subcommittee
6. Materials to submit for new courses seeking Gen Ed status

Website:

Accessible via: <http://www.ferris.edu/HTMLS/academics/gened/gened.html>

or Ferris Homepage; Academics Home (or Academic Affairs); General Education

Appendix 4

FSU Mission, Vision, Core Values

Ferris State University's Mission

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State University's Vision Statement

Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity

Adopted March 21, 2008

Ferris State University's Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.
- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

Appendix 5

The Ferris Learning Outcomes with Defining Criteria

Culture Outcome

Graduates of Ferris State University should know:

...how human cultural expression is critically studied and practiced. People of all cultures have histories and traditions that shape who they are. They have religions and philosophies that bring meaning to the world in which they live. They express themselves through languages and the arts. Understanding human cultural expression is critical for living in a diverse and globalized world.

Defining Criteria

Ferris graduates should be able to:

- demonstrate cultural knowledge;
- critically interpret cultural works;
- employ interpretive theories for cultural analysis;
- articulate an understanding of self and others within a historical or cultural context;
- explain the processes behind creative works.

Self and Society Outcome

Graduates of Ferris State University should know:

...how their lives are shaped by the society and place in which they live. Natural environments, social systems, and interpersonal relationships influence who we are and how we think, behave, and interact with others. We must know how these things influence us as individuals in order to fully understand who we are and how we fit into the world.

Defining Criteria

Ferris graduates should be able to:

- describe social/behavioral science-based conceptions of self, others and social systems;
- describe how culture and the natural environment impact self and society using theories and principles of the social/behavioral sciences;
- apply social/behavioral science methods, theories, and/or principles to understand human experience;
- describe social/behavioral science-based regional/cultural differences and similarities, including conceptions of self, interpersonal relations, social structure, and economic systems.

Global Outcome

Graduates of Ferris State University should know:

...how they are affected by the interconnectedness and diversity of global society. We live in a time when world cultures are increasingly interconnected and interdependent in the issues they face. Successful participation in this diverse global society requires an understanding of what these interconnections are and why they exist.

Defining Criteria

Ferris graduates should be able to:

- demonstrate knowledge about cultures and histories of people who live in other societies;
- interpret intellectual traditions and frameworks across disparate cultures;
- explain how globalization impacts individuals and the larger society.

Natural Science Outcome

Graduates of Ferris State University should know:

...how scientists come to an understanding of the physical and natural world and why that understanding is important. Scientific investigation is how we come to a deeper understanding of the natural world, make discoveries that affect humankind, and develop solutions to many problems. As citizens required to make personal and political decisions about scientific issues, we need to both comprehend the scientific process and critically evaluate proposed solutions.

Defining Criteria

Ferris graduates should be able to:

- demonstrate a basic understanding of the core concepts in a natural science discipline;
- apply scientific concepts and principles to real world situations;
- explain and apply the scientific process;
- perform a basic scientific investigation;
- critically analyze scientific issues.

Technology Outcome

Graduates of Ferris State University should know:

...how technology shapes their world. The modern world is characterized by technologies that influence our lives in myriad ways. Because of this dependence on technology, we need to understand the nature of technological systems and practices, how they interrelate with each other, and how they impact our lives at many levels.

Defining Criteria

Ferris graduates should be able to:

- explain a technological system;
- explain relationships between technological systems;
- analyze how technological systems affect and are affected by social, political, and economic relations or cultural forms.

Information Outcome

Graduates of Ferris State University should be able to:

...identify, access, and use information effectively. Whether information comes from traditional sources or emerging technologies, the knowledge and ability to gather and use it in the most effective way for a given purpose is fundamental to both personal growth and professional success.

Defining Criteria

Ferris graduates should be able to:

- determine the type and extent of information needed;
- access the information using appropriate technologies;
- critically evaluate information and its sources;
- use information effectively to accomplish a specific purpose;
- access and use information ethically and legally.

Critical Reasoning Outcome

Graduates of Ferris State University should be able to:

...use critical reasoning skills to assess information. Knowledge is growing exponentially. A successful citizen must have the ability to assess the validity and usefulness of information.

Defining Criteria

Ferris graduates should be able to:

- provide and analyze evidence for a point of view;
- identify the context and assumptions of a point of view;
- state a position that includes the complexities and various points of view of an issue;
- identify logical conclusions, implications, and consequences of a point of view.

Quantitative Literacy Outcome

Graduates of Ferris State University should be able to:

...interpret and use quantitative data together with other information to understand and effectively solve real-life problems. Much of the information we receive is numerical in nature and represents a form of communication that transcends cultural boundaries.

Defining Criteria

Ferris graduates should be able to:

- explain information presented in mathematical forms;
- convert relevant information into various mathematical forms;
- perform calculations by hand, with the calculator, and with the computer;
- describe assumptions in estimation, modeling, and analysis of data;
- use quantitative data together with other information to draw plausible conclusions.

Creative Thinking Outcome

Graduates of Ferris State University should be able to:

...think and act creatively in problem solving. Solutions to today's problems require thinking from multiple perspectives that is characterized by imagination, innovation, and risk-taking.

Defining Criteria

Ferris graduates should be able to:

- apply skills and knowledge to novel situations;
- envision problems, tasks, or situations in new ways;
- propose non-standard strategies and solutions;
- identify new connections or patterns.

Communication Outcome

Graduates of Ferris State University should be able to:

...communicate effectively with others. Clear communication of thoughts and ideas is critical for success in all aspects of life and requires the ability to read, write, speak, listen, and interact in meaningful ways.

Defining Criteria, Written Communication

Ferris graduates should be able to:

- adapt their writing effectively for a variety of professional and personal contexts, audiences, and purposes;
- write with appropriate, relevant, and compelling content that meets the needs of the communication situation;
- identify the conventions of specific writing situations and disciplines and effectively meet in their own writing those conventions for organization, content, presentation, formatting, and stylistic choices;
- identify the sources necessary for particular writing tasks, evaluate sources for credibility successfully, and employ material from sources effectively in their own writing, using appropriate documentation;
- use language appropriate to audience, purpose, and discipline conventions that skillfully and clearly communicates meaning to readers with only occasional errors.

Defining Criteria, Professional Oral Communication

Ferris graduates should be able to:

- use clear organizational patterns within presentations;
- use language choices that enhance the effectiveness of the presentation and are appropriate to the audience;
- use delivery techniques that project confidence and make the presentation interesting, polished, and clear;
- use a variety of materials to support the presentation and establish credibility;
- create a clear and compelling central message in the presentation.

Defining Criteria, Personal Oral Communication

Ferris graduates should be able to:

- use effective and appropriate listening behaviors;
- use effective and appropriate verbal and nonverbal message skills;
- manage interpersonal conflict to approach mutually acceptable outcomes.

Teamwork Outcome

Graduates of Ferris State University should be able to:

...function effectively as a member of a team. Individuals need the teamwork and leadership skills necessary to work effectively with others in both private and public spheres.

Defining Criteria

Ferris graduates should be able to:

- articulate the merits of alternative ideas or proposals that help the team move forward;
- engage team members in ways that facilitate their contributions to meetings;
- complete all assigned tasks in ways that advance the project;
- foster a constructive team climate;
- use conflict strategically or respond to it in ways that strengthen the team.

Financial Literacy Outcome

Graduates of Ferris State University should be able to:

...make informed decisions in the use and management of financial resources. The knowledge and ability to effectively manage financial resources is important for personal and professional success.

Defining Criteria

Ferris graduates should be able to:

- identify essential components of a budget;
- create a personal finance budget;
- explain how to manage debt effectively;
- identify different ways to protect income and assets;
- use technology for effective financial management.

Civic Engagement Outcome

Graduates of Ferris State University should understand the value of:

...participating in the civic life of their communities. Citizens should be willing and able to engage positively in the life of their immediate and extended communities. This may include volunteering, participating in the electoral process, and other forms of civic engagement.

Defining Criteria

Ferris graduates should be able to:

- work actively within community contexts and structures to achieve a civic aim;
- describe how participation in civic engagement activities develops a sense of civic identity and commitment;
- analyze the impact of one's civic actions.

Diversity and Inclusion Outcome

Graduates of Ferris State University should understand the value of:

...inclusion and positive engagement in their interactions with diverse others. Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, intellectual or physical ability or attributes, religious or ethical values system, national origin, and political beliefs. From the local to global scale, successful citizens develop an attitude of respecting diversity and encouraging inclusion in their interactions with others.

Defining Criteria

Ferris graduates should be able to:

- describe the range of human diversity;
- explain how diversity shapes people's relationships within and among groups across societies and cultures;
- explain how historical and contemporary social conditions influence the status and treatment of individuals and groups;
- discuss the value of divergent and varied opinions and perspectives;
- interact respectfully with diverse others.

Ethics Outcome

Graduates of Ferris State University should understand the value of:

...considering issues through well established ethical and moral traditions. Each of us daily has to make ethical choices. Recognizing an ethical dilemma and applying ethical reasoning are essential elements of personal and professional development.

Defining Criteria

Ferris graduates should be able to:

- describe their core beliefs and the origins of those beliefs;
- recognize relationships between complex ethical issues;
- apply ethical perspectives or concepts to an ethical question;
- analyze different ethical perspectives relevant to a stated position;
- defend a personal ethical position.

Lifelong Learning Outcome

Graduates of Ferris State University should understand the value of:

...continuing to learn for personal and professional growth. Developing interests throughout life and pursuing opportunities to learn about them are hallmarks of a university graduate.

Defining Criteria

Ferris graduates should be able to:

- demonstrate curiosity by expressing a deep interest in new topics;
- demonstrate initiative by taking the opportunity to expand knowledge, skills, and abilities;
- reflect upon how new learning connects with prior learning and how new learning can be applied.

Health and Wellness Outcome

Graduates of Ferris State University should understand the value of:

...making informed health and wellness choices. Proper nutrition and healthy leisure and recreation activities provide an essential foundation for a life of wellness.

Defining Criteria

Ferris graduates should be able to:

- describe the relationships between nutrition, stress management, weight management, physical fitness, and wellness;
- analyze wellness options to make informed decisions.

Integrative Learning Outcome

Graduates of Ferris State University should be able to:

...integrate and apply what they have learned inside and outside of the classroom. Real-world problems most often require solutions that transcend academic boundaries, connecting theory and practice across multiple disciplines. The ability to adapt and apply knowledge and skills from multiple areas to creatively address new and challenging situations is necessary for success in a rapidly changing world.

Defining Criteria

Ferris graduates should be able to:

- make connections across disciplines;
- integrate earlier knowledge with new knowledge and experiences;
- evaluate changes in their own learning over time.

Appendix 6

Responses at the May 2009 Town Hall Meeting to the Question of What Every Ferris Graduate Should Know, Be Able To Do, and Be Like

Act professional
Analytical ability
Basic legal procedures
Basic logic skills
Career awareness & how to get a job
Civic engagement
Clueable
Cluefull
Communication skills
Community awareness
Computer skills
Conduct basic research
Data analysis
Demonstrate skills of a profession
Diverse and open-minded
Ecological literacy
Exhibit professionalism in their field
Exposure to literature
Financial management responsibility
Fitness
Foreign language
Function in a team
Global awareness
Health promotion
Historical awareness
Include and accommodate transfers
Information literacy (ACRL)
Innovative and/or creative
Integrate General Education throughout
Interpersonal skills

Leadership qualities
Life-long learning
Literacy & acumen
Metacognition
Moral & ethical reasoning
Music & arts appreciation
Natural science
Nutrition
Philosophy & religion
Physical education
Problem solve
Read & comprehend
Scientific literacy
Self awareness & cultural awareness
Self-directed learner
Social awareness
Social responsibility
Social skills
Speak professionally
Statistics & data analysis
Stress relief
Tech savvy
Think critically
Transfer of knowledge integration
Write

From emails:

Financial literacy
Creative thinking and problem solving

Appendix 7

The LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

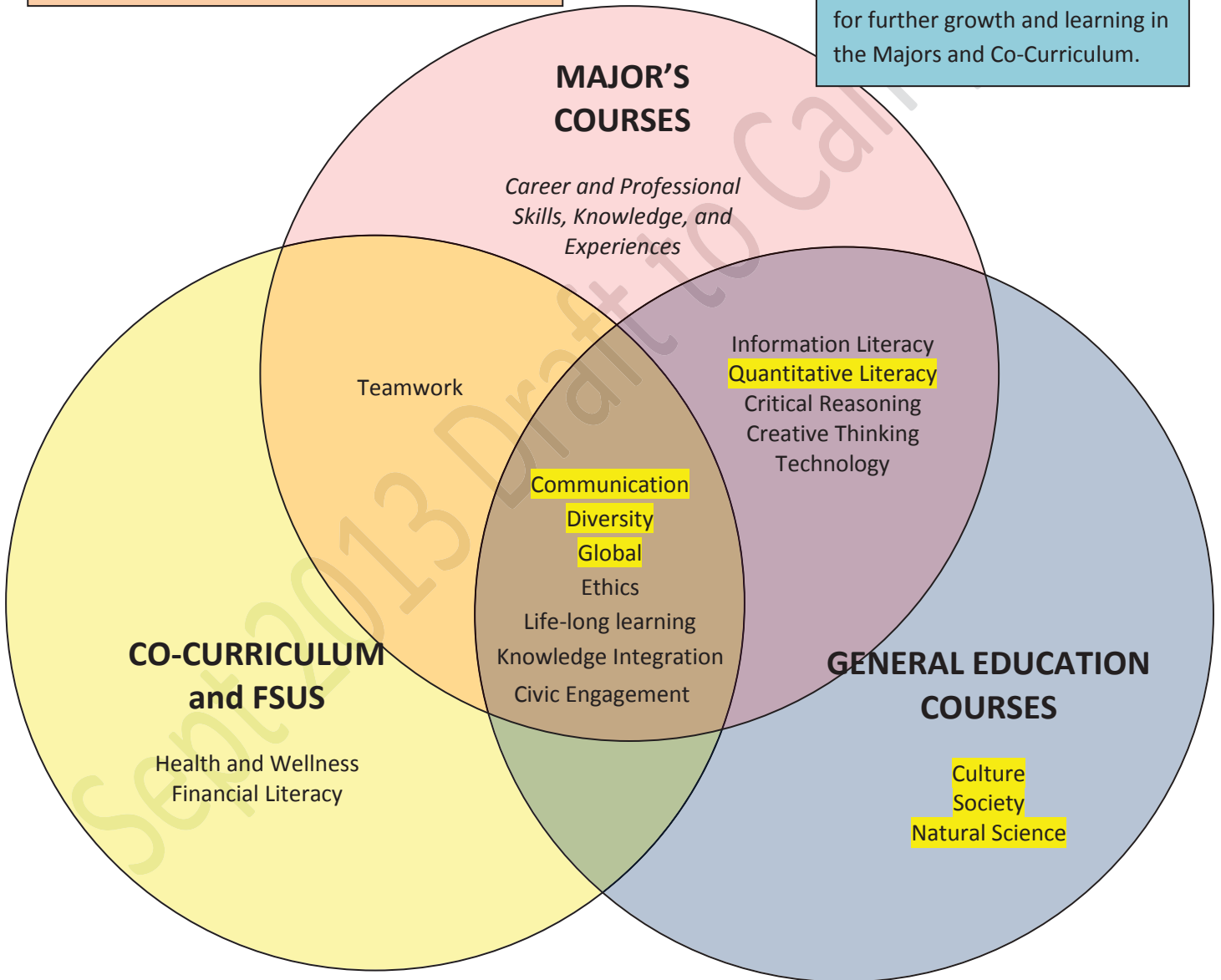
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Appendix 8

Where the 18 Ferris Learning Outcomes Might Primarily be Addressed

The Ferris Learning Outcomes (FLOs)
previously
University-Wide Student Learning Outcomes (UWSLOs)
and
Three Paths to Student Learning

Highlighted FLOs are those requiring specific General Education coursework needed to provide a conceptual framework for further growth and learning in the Majors and Co-Curriculum.



The diagram shows primary associations between outcomes and learning paths. In fact each learning path also addresses most of the other outcomes in some way.

Appendix 9
General Education Requirements at Similar Institutions
 (Modified from data in 2008 Gen Ed APR Report)

	Ferris	GVSU^{1,2}	EMU¹	CMU^{1,3}	SVSU^{1,4}	MTU¹
Written Comm	3	1+2WIC	1* + WICs In major	2 + 4 WICs (2 from GE)	1+2 comm intensive courses	1
Oral Comm	1	0	1*	1 *	1 ⁵	0
Quantitative	1	1 course*	1*	1 Math/Stats *	1	5 Math/Sci with min of 1 Math+1 lab Sci
Natural Science	2	1 Phys Sci 1 Life Sci	2	2 (1 w/Lab + 1 Math/Quant Sci)	2	
Culture	3	3	4	2	3	6 Cult/Soc with 1 from core list in each area, 2 upper division
Social Science	3	2	2	2	2	
Global	Overlap	1	1	1	1	1
REG	Overlap	1	1	1		
Health						3 co-curric
Technology						
Other		2 in GE theme or issues courses (can overlap with GE courses above)	Targeted Learning beyond classroom	1 elective		
Total GE Courses (Credit Hours)	13 (40)	11-13 (35-40)	13 (40)	13 (40)	11 (35)	13 (40)

1 = updated Spring 2013

2=all GVSU GE courses "help students develop articulate expression, critical and creative thinking, and information literacy."

3=all CMU GE knowledge (or "UP") courses must include 20% of grade from either writing, oral, or quant skills. WIC courses must include 70% of grade from writing (2011 change to program).

4=all SVSU GE courses require "practice in written and/or oral" skills appropriate to the discipline

5=can include foreign language

* proficiency test also accepted

	Ferris	Wisc-Stout¹	App. St. U.¹	Frostburg State U.¹	Ark. Tech.¹
Written Comm	3	2	2+4WIC	2	2
Oral Comm	1	1	1 (in major)	0	1
Quantitative	1	3 Quant/Sci (min of 1 Math plus	1 (+2 numerical Data courses)	1	1
Natural Science	2	1 lab Sci)	2	2	2
Culture	3	2	4	3	3 (1 history or Govt.)
Social Science	3	2	4	2	2
Global	Overlap	1 Contemp Issues (includes	Overlap		
REG	Overlap	tech) + 1 Soc Resp & Ethical	Overlap	1	
Health		Issues (includes	1 (2cr)		
Technology		health,athletics)			
Other		1 elective from above categories to equal 40 cr hrs total	1 Freshman Seminar course	2 Colloquia (1 first year, 1 advanced)	
Total GE courses (Credit Hours)	13 (40)	13 (40)	14 (44)	13 (40)	11 (35)

1 = updated Spring 2013

Appendix 10

Recommended General Education Requirements for Bachelor's Degree (existing requirements in normal font, recommended changes in bold italics)

Freshman Introduction to Ferris Learning Outcomes – overlaps with discipline content

Overlap with ENGL 150 (required below) or some sections of COMM 121 (required option below)

Written Communication - 9 credit hours

- English composition requirement - 6 credit hours
Choose ENGL 150; and ENGL 250 or ENGL 211
- Advanced English/Speech requirement - at least 3 credit hours
Choose one of three options:
 1. ENGL 311, 321, 323, or 325
 2. Two Writing Intensive (WIC) courses plus one additional COMM course at the 200-level or higher
 3. Three Three WIC courses

Oral Communication - 3 credit hours

- Oral communication requirement - 3 credit hours
Choose one of the following: COMM 105, 121, 221, or 251

Quantitative Literacy – 3 credit hours

- Complete one of the following options:
 1. Choose ***"MATH 115 or 117 or higher for students entering before or during Fall 2017, at which time the requirement will be revisited."***
 2. Pass ***a quantitative literacy*** proficiency exam
 3. Submit an ACT math subtest score of 24 or higher, plus 1 year of high school algebra with a grade of C- or better
 4. Submit a Compass Algebra score of 61 or higher, plus 1 year of high school algebra with a grade of C- or better
 5. Submit an SAT math score of 560 or higher, plus 1 year of high school algebra with a grade of C- or better

Natural Science - 7 credit hours

- Choose two Natural Science courses, one of which must have a lab

Culture- 9 credit hours

- Choose three Culture courses, ***with no more than 6 of the 9 credit hours having the same prefix.***
- One of the Culture courses must be at the 200-level or higher.
- No more than 5 credit hours in culture activities courses may apply to this requirement.

Self and Society - 9 credit hours

- Choose three Self and Society courses, in at least two different subject areas.
- One of the Self and Society courses must be a Foundations course.
- One of the Self and Society courses must be at the 200-level or higher.

Global – choose one course in which Global criteria overlap with discipline content

Diversity and Inclusion – choose one course in which Diversity and Inclusion criteria overlap with discipline content

Integrative Learning

Choose one senior-level course in which the Integrative Learning criteria overlap with discipline content.

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Appendix 11

ENGL 150 Freshman Composition, Modified to Address the Ferris Learning Outcomes.

Draft of ENGL 150 Course Integrating Ferris Learning Outcomes (FLOs)

The Department of Languages and Literature Composition Committee offers this **draft** document to the members of the General Education Task Force to show how the outcomes for the Ferris Learning Outcomes might be integrated into the existing ENGL 150 course in a way that keeps the integrity of this course while at the same time addressing the FLOs.

COLLEGE OF ARTS AND SCIENCES COURSE ASSESSMENT TEMPLATE

DEPARTMENT OF LANGUAGES AND LITERATURE

COURSE PREFIX, NUMBER AND TITLE: ENGL 150 English 1

PROPOSAL DATE: March 6, 2013

Note: text in **bold** indicates **items added** to original ENGL 150 outcomes, strategies, and evaluation

STUDENT LEARNING OUTCOMES

Students who successfully complete the course will be able to **use critical thinking, problem-posing, and problem-solving strategies to:**

1. analyze the context and purpose of a writing problem
2. develop ideas and find reliable resources for their writing
3. state and support assertions
4. **develop information literacy** to assess sources and information
5. organize their ideas effectively
6. choose words and tone of voice appropriate to a given audience/**purpose**
7. edit a document in order to achieve consistent point of view
8. demonstrate progress towards standard grammar usage, mechanics, and punctuation
9. improve their content and style using **peer and instructor** feedback, revision, and **reflection**
10. demonstrate reflection and awareness of their own writing process
11. **use teamwork and collaborate effectively to analyze, find solutions, and present findings for a wide variety of purposes.**
12. **develop strategies for inquiry, exploration, research, and investigation**

EVALUATION OF STUDENT ACHIEVEMENT

- Students keep journals, write essays, create portfolios, and/or present analyses. (**Addresses all learning outcomes**)
- Students write essays with sources, write analyses of sources, and/or complete application of library research assignments. (**Addresses learning outcomes 2, 4, 5**)
- Students write paragraphs, write essays, and give presentations that are persuasive or opinionated in nature. (**Addresses all learning outcomes—mainly 3**)
- Students write and revise essays for organization, for word choice and tone, and for appropriate use of language for audience and purpose. (**Addresses all learning outcomes**)
- Students edit and/or proofread their documents. (**Addresses learning outcome 8**)
- Students engage in peer review, oral presentation (group and individual), course discussion, and/or Socratic dialogue. (**Addresses all learning outcomes**)

COURSE EVALUATION STRATEGIES (How will course successes be measured?)

May include at least one of the following methods:

1. Meta-analysis of student portfolios or final presentations
2. Measurement of performance of students in the next course in the sequence
3. Periodical multi-sectional reviews using portfolio analysis, pre/post or focus group interviews
4. Exiting conferences with students **or their written reflections** about where they feel they made gains, where they feel they still struggle, and what they feel the course could have helped them with more
5. Generalizing about performance by tracking class performance on a rubric
6. Holistic scoring of students' revisions to their first paper to determine if they can make improvements and if so, what kinds
7. Meta-analysis of graded pre and post in-class writing
8. Meta-analysis of student performance on first and last assignment
9. Consideration of students' narratives of their changes as a writer **and as a learner**

Potential Assignments Aligned with Outcomes

Critical thinking

Rhetorical techniques/advertisement analysis

Brief overview of common argumentative techniques, then they choose examples to analyze as paper, in-class activity, presentation.

Analysis of the rhetorical situation as a strategy for writing, oral presentation, and reading

Use of Socratic dialogue

Open a window into the academic world these students are entering

Interview professors/professionals/persons in their programs of interest and/or upperclassmen to find out

Where their interest sprang from

How to succeed in college and beyond

What is the "worth" of college

Information Literacy

Analysis of media/information forms

Comparison of same topic's treatment in different media --TV, blog, magazine, infotainment (fox/daily show)

Work with librarians to develop research and investigative skills for inquiry projects

Oral & Written communication

Group presentations (informative/persuasive/investigative)

Display presentations (ditto)

Class publication (ditto)

Class publication/presentations for other audiences (elem/high school students? Senior. citizen's group?)

Teamwork

(see oral/written communication ideas)

Accomplish something: one group writes some sort of directions; another group must follow them successfully. Extra points for doing something that addresses

social/community/technical/environmental problem (ex. proposal to get recycling bins in all buildings)

Pose a problem, investigate it, come up with a solution, and present it to an appropriate forum

Civic engagement

Explore Big Rapids and/or the University assignment; compile into class publication/website
Attend and report on: school board meeting, FSU trustees meeting, city council, etc., for example
Engage in a community service project, write report and present (oral or display) on it, make available to audience beyond class (next year freshmen?) as publication, pamphlet, website

Plan their educational experience

“A Map of Me;” Create paper/board game/literal map on 1) How they got where they are, educationally, highs and lows/strengths and weaknesses. 2a) Where they plan to go—if they know—how and why (involve research). 2b) Possible places they might want to think about going (involve research)

Take responsibility for outcomes

Individual final project/short paper/comic strip: How and what I did and didn’t do this semester. (Could occur more often: bi-weekly, for each unit, at mid-semester and end).
Evaluate own paper when submitting.
Create portfolio of work (including reflection on it)

Skills and knowledge employers want

From the horse’s mouth: Guest speakers/primary research project resulting in a presentation or paper

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Appendix 12
Criteria for Courses Meeting the GE FLOs
(course criteria recommendations in bold italics)

Freshman Introduction to Ferris Learning Outcomes

Course Criteria: to be established

Written Communication

The defining outcome criteria for Written Communication (Appendix 5) state that Ferris graduates should be able to:

- adapt their writing effectively for a variety of professional and personal contexts, audiences, and purposes;
- write with appropriate, relevant, and compelling content that meets the needs of the communication situation;
- identify the conventions of specific writing situations and disciplines and effectively meet in their own writing those conventions for organization, content, presentation, formatting, and stylistic choices;
- identify the sources necessary for particular writing tasks, evaluate sources for credibility successfully, and employ material from sources effectively in their own writing, using appropriate documentation;
- use language appropriate to audience, purpose, and discipline conventions that skillfully and clearly communicates meaning to readers with only occasional errors.

Course Criteria: Three Written Communication courses (one at 100 level, one at 200 level, one at above the 200 level) are required by the GE Program. Courses approved as meeting the Written Communication FLO:

- 1. must demonstrate that the course will spend at least 75% of class time and assessment addressing in approximately equal measure each of the above outcome criteria at a level appropriate to the course.***
- 2. must be taught by faculty with academic credentials appropriate to the course.***
- 3. should be transferrable as comparable courses to other institutions.***

Oral Communication

The defining outcome criteria for Professional Oral Communication (Appendix 5) state that Ferris graduates should be able to:

- use clear organizational patterns within presentations;
- use language choices that enhance the effectiveness of the presentation and are appropriate to the audience;
- use delivery techniques that project confidence and make the presentation interesting, polished, and clear;
- use a variety of materials to support the presentation and establish credibility;
- create a clear and compelling central message in the presentation.

The defining outcome criteria for Personal Oral Communication (Appendix 6) state that Ferris graduates should be able to:

- use effective and appropriate listening behaviors;
- use effective and appropriate verbal and nonverbal message skills;
- manage interpersonal conflict to approach mutually acceptable outcomes.

Course Criteria: One Professional or Personal Oral Communication course is required by the GE Program. Courses approved as meeting the Oral Communication FLO:

- 1. must demonstrate that the course will spend at least 75% of class time and assessment addressing in approximately equal measure each of the above outcome criteria for either personal or professional oral communication.***
- 2. must be taught by faculty with academic credentials appropriate to the course.***
- 3. should be transferrable as a comparable course to other institutions.***

Quantitative Literacy

The defining outcome criteria for Quantitative Literacy (Appendix 5) state that Ferris graduates should be able to:

- explain information presented in mathematical forms;
- convert relevant information into various mathematical forms;
- perform calculations by hand, with the calculator, and with the computer;
- describe assumptions in estimation, modeling, and analysis of data;
- use quantitative data together with other information to draw plausible conclusions.

Course Criteria: One Quantitative Literacy course is required by the GE Program. Courses approved as meeting the Quantitative Literacy FLO:

- 1. must demonstrate that the course will spend at least 75% of class time and assessment addressing in approximately equal measure each of the above outcome criteria.***
- 2. must be taught by faculty with academic credentials appropriate to the course.***
- 3. should be transferrable as a comparable course to other institutions.***

Natural Science

The defining outcome criteria for Natural Science (Appendix 5) state that Ferris graduates should be able to:

- demonstrate a basic understanding of the core concepts in a natural science discipline;
- apply scientific concepts and principles to real world situations;
- explain and apply the scientific process;
- perform a basic scientific investigation;
- critically analyze scientific issues.

Course Criteria: Two Natural Science courses are required by the GE Program, at least one with a lab.

Courses approved as meeting the Natural Science FLO:

- 1. must demonstrate that the course will spend at least 75% of class time and assessment addressing in approximately equal measure each of the above outcome criteria, with the exception of non-lab science courses which may omit the 4th criterion.***
- 2. must be taught by faculty with academic credentials appropriate to the course.***
- 3. should be transferrable as a comparable course to other institutions.***

Culture

The defining outcome criteria for Culture (Appendix 6) state that Ferris graduates should be able to:

- demonstrate cultural knowledge;
- critically interpret cultural works;
- employ interpretive theories for cultural analysis;
- articulate an understanding of self and others within a historical or cultural context;
- explain the processes behind creative works.

Course Criteria: Three Culture courses are required by the GE Program. Courses approved as meeting the Culture FLO:

- 1. must demonstrate that the course will spend at least 75% of class time and assessment addressing in approximately equal measure at least 4 (3?) of the 5 outcome criteria above.***
- 2. must be taught by faculty with academic credentials appropriate to the course.***
- 3. should be transferrable as a comparable course to other institutions.***

Self and Society

The defining outcome criteria for Self and Society (Appendix 6) state that Ferris graduates should be able to:

- describe social/behavioral science-based conceptions of self, others and social systems;
- describe how culture and the natural environment impact self and society using theories and principles of the social/behavioral sciences;
- apply social/behavioral science methods, theories, and/or principles to understand human experience;
- describe social/behavioral science-based regional/cultural differences and similarities, including conceptions of self, interpersonal relations, social structure, and economic systems.

Course Criteria: Three Self and Society courses are required by the GE Program. Courses approved as meeting the Self and Society FLO:

- 1. must demonstrate that the course will spend at least 75% of class time and assessment addressing in approximately equal measure at least 3 of the 4 outcome criteria above.***
- 2. must be taught by faculty with academic credentials appropriate to the course.***
- 3. should be transferrable as a comparable course to other institutions.***

Global

The defining outcome criteria for Global (Appendix 6) state that Ferris graduates should be able to:

- demonstrate knowledge about cultures and histories of people who live in other societies;
- interpret intellectual traditions and frameworks across disparate cultures;
- explain how globalization impacts individuals and the larger society.

Course Criteria: One course in which the Global criteria overlap with discipline content is required by the GE Program. Courses approved as meeting the Global FLO:

- 1. must demonstrate that the course will spend at least 75% of class time and assessment addressing in approximately equal measure all of the above outcome criteria.***
- 2. must be taught by faculty with academic credentials or significant life experience appropriate to the course.***

Diversity and Inclusion

The defining outcome criteria for Diversity and Inclusion (Appendix 6) state that Ferris graduates should be able to:

- describe the range of human diversity;
- explain how diversity shapes people's relationships within and among groups across societies and cultures;
- explain how historical and contemporary social conditions influence the status and treatment of individuals and groups;
- discuss the value of divergent and varied opinions and perspectives;
- interact respectfully with diverse others.

Course Criteria: One course in which the Diversity and Inclusion criteria overlap with discipline content is required by the GE Program. Courses approved as meeting the Diversity and Inclusion FLO:

- 1. must demonstrate that the course will spend at least 75% of class time and assessment addressing in approximately equal measure all of the above outcome criteria.***
- 2. must be taught by faculty with academic credentials or significant life experience appropriate to the course.***

Integrative Learning

The defining criteria for the Integrative Learning FLO state that Ferris graduates should be able to:

- make connections across disciplines;
- integrate earlier knowledge with new knowledge and experiences;
- evaluate changes in their own learning over time.

Course Criteria: One senior-level course is required in which the Integrative Learning criteria overlap with discipline content in the student's major. Courses approved as meeting the Integrative Learning FLO:

- 1. must describe how the outcome criteria above will be addressed and assessed, particularly in the context of the Ferris Learning Outcomes as addressed through prior experiences in major's courses, general education courses, and co-curricular activities.***

Sept 2013 Draft to Campus

Appendix 13

Proposed General Education Committee Structure

University General Education Committee

Membership, existing and *recommended changes*

The UGEC will be composed of: one faculty member from each undergraduate college (Arts and Sciences, Business, Education and Human Services, Engineering Technology, Health Professions); one faculty member from FLITE; one member from Academic Counselors; **one member from Student Affairs**; and the **Director of General Education** who chairs the committee **as an ex officio member.** ~~(and may be ex officio?);~~ and the Associate Provost of Academic Operations, ex officio.

Charge/Responsibilities of UGEC, existing and *recommended changes*

The UGEC is now responsible for: developing and implementing GE Program policies and procedures, giving final approval of GE course proposals, and ensuring implementation and analysis of assessment for program improvement, **In collaboration with the Director of General Education, additional responsibilities in the revised program will include: implementation of a GE course recertification process, curricular and co-curricular mapping of all FLOs, marketing the GE program to all constituents, arranging faculty development as needed to ensure success of the revised program, developing and approving new policies as needed, ...**

General Education Outcome Area Committees

Membership, existing and *recommended changes* for each committee

Written Communication

3 faculty from Languages and Literature and 2 faculty from Colleges other than Arts and Sciences

Change to: 3 faculty from Languages and Literature and 3 faculty from Colleges other than Arts and Sciences

Oral Communication

3 faculty from the speech communication area and 2 faculty from Colleges other than Arts and Sciences.

Change to: 3 faculty from the oral communication area and 3 faculty from Colleges other than Arts and Sciences

Natural Sciences

2 faculty from the physical sciences and 2 faculty from the biological sciences and 2 faculty from Colleges other than Arts and Sciences.

Change to: 3 faculty from the physical or biological sciences (at least 1 faculty from each) and 3 faculty from Colleges other than Arts and Sciences.

Self and Society

4 faculty from Social Sciences, 1 faculty from Accountancy, Economics and Applied Stats in the College of Business, and 2 faculty from Colleges other than Arts and Sciences.

Change to: 3 faculty from Social Sciences, 1 faculty from Accountancy, Economics and Applied Stats in the College of Business, and 2 faculty from Colleges other than Arts and Sciences.

Culture

2 faculty from Languages and Literature, 3 faculty from Humanities and 2 faculty from Colleges other than Arts and Sciences.

Change to: 1 faculty from Languages and Literature, 2 faculty from Humanities and 3 faculty from Colleges other than Arts and Sciences.

Global

1 faculty from Social Science, 1 faculty from Languages and Literature, and 1 faculty member from Humanities and 3 faculty from Colleges other than Arts and Sciences.

Change to: No change recommended

Diversity and Inclusion

2 faculty from Social Sciences, 1 from humanities, 1 faculty from Languages and Literature and 2 faculty from other departments and/or colleges.

Change to: 1 faculty from Social Science, 1 faculty from Languages and Literature, 1 faculty member from Humanities and 3 faculty from Colleges other than Arts and Sciences.

Writing Intensive Courses(WIC)

3 faculty from Languages and Literature; 1 faculty from each college that offers a WIC course, preferably faculty who teach or have taught a WIC course. An Arts and Sciences college representative should not be from Languages and Literature.

Change to: No change recommended

Add a subcommittee for Quantitative Literacy with membership consisting of 3 faculty from Mathematics and 3 faculty from Colleges other than Arts and Sciences.

Add a subcommittee for Integrative Learning with membership consisting of 1 faculty member from each undergraduate college and member from Student Affairs.

Charge/Responsibilities of Outcome Area Committees, existing and **recommended changes**

Developing and implementing internal assessments; evaluating new course proposals; **conducting recertification of general education courses (probably on a 4-5 year cycle);**

Appendix 14

General Education Program Policies and Procedures

There is policy/procedure written and approved for each of the following items. The full policies are given below this list together with task force recommendations for change.

1. Procedure for making changes in General Education
2. Approval process for new courses seeking Gen Ed status
3. Appealing the rejection of Gen Ed status by an outcome area subcommittee
4. General Education Transfer Equivalency Determinations
5. Removing Gen Ed status from a course
6. Materials to submit for new courses seeking Gen Ed status

In addition, new policies are needed that describe processes for general education course recertification, general education curriculum mapping, and GE Program assessment.

1. Changes in General Education

Existing Policy

“Changes in General Education that alter the current general education categories or the total number of credits assigned to each category:

Changes may be recommended by any member of the University community and forwarded to the General Education Coordinator and the UGEC, who will consult with the VPAA on the proposed change. If the VPAA wishes to consider the change, a joint committee appointed by the VPAA and the Senate will be convened to do so. The joint committee's recommendation will be shared with the Senate, which can offer additional feedback for the VPAA's consideration. If the VPAA endorses a major change to general education, it must be forwarded to the FSU Board of Trustees for approval before it is implemented.

Changes, then, go through the following process: Recommender > Coordinator/UGEC/VPAA > Joint Committee > Senate > VPAA > Board of Trustees”

Task Force Recommendation

Retain the existing policy and add language that requires a similar process for changing GE policy but without the “Joint Committee” or “Board of Trustees” which are unnecessary steps for policy changes.

2. New Courses Seeking General Education Status

Existing Policy

“A new course seeking general education status must be forwarded to the Assistant Vice President for Academic Affairs as it is being forwarded to the college curriculum committee. The appropriate Learning Area Outcomes Committee has 30 days to review the course and either approve it for the requested general education status or return it to the generating department with an explanation of how the course does not fulfill the criteria. If the course is approved for general education status, it is to be forwarded to the University General Education Committee (UGEC) which reviews the course. If the UGEC considers the general education status inappropriate, the proposal is returned to the outcomes assessment committee with an explanation. If the UGEC agrees with the general education status, the proposal will be forwarded to the UCC for review. If it is approved, it is to be forwarded with the approved course to the Vice President for Academic Affairs.”

Task Force Recommendation

Change the existing policy to reflect current practice: A new course seeking general education status must be forwarded with the appropriate materials (see separate policy below on “Material to Submit...”) to the Director of General Education as it is being forwarded to the college curriculum committee. The Director will forward the course materials to the appropriate general education outcome area subcommittee which has 21 days to review the course or it will be assumed approved and be forwarded to the UGEC. The Outcome Committee will either approve the requested general education

status or return it to the Director of GE and course proposer with an explanation of how the course does not fulfill the criteria. If not approved, the proposer may initiate the appeals process described in a separate policy (below).

*If the course is approved for general education status by the **outcome area** subcommittee, it will be returned to the General Education **Director** who will forward it to the UGEC which will also review the course. If the UGEC considers the general education status inappropriate, the course will be returned to the outcome area subcommittee and course proposer with an explanation. If the UGEC agrees with the general education status, the proposal will be approved and forwarded to the Associate Provost for Academic Operations for entry into the university catalog as a general education course.*

In the case of tie votes on a proposal by outcome area committees, the proposal will go to the UGEC for resolution.

3. Procedure for Appealing the Rejection of General Education Status

Existing Policy:

Approval of General Education Status

Approval of General Education status for a course requires a proposal to be submitted to the **Director of** General Education who will forward the proposal for review to the general education subcommittee responsible for the outcome area requested. If the subcommittee approves the course for the requested general education designator then the proposal is forwarded to the University General Education Committee (UGEC) for evaluation. If the course is approved by the UGEC then it will receive the requested General Education designator.

Appealing the Rejection of General Education Status by a subcommittee

If the course is not approved by the appropriate subcommittee, then the course proposer may appeal the rejection of General Education status through the procedure that follows.

- 1) Appeal to the subcommittee: The proposer will first meet with the subcommittee chair and attempt to reach a reasonable accommodation. For example, perhaps more information is needed to decide if the course meets the required criteria or perhaps reasonable changes could be made in the proposed course so it would better meet the required criteria.
- 2) Appeal to the University General Education Committee: If agreement cannot be reached at the subcommittee level, the course proposer can appeal to the UGEC. The appeal to the UGEC must include the following materials sent to the **Director of** General Education:
 - a. a detailed account of the review to date,
 - b. an answer to the subcommittee's rationale for rejecting the course for general education status,
 - c. a more complete explanation of how the course meets the general education criteria.
- 3) After receipt of the written materials from #2 above, the **Director of** General Education will arrange a meeting with the course proposer, the subcommittee chair, and the University General Education Committee. After all relevant questions have been answered the UGEC will meet in closed session to decide if the rejection of the course for General Education status by the subcommittee should be overturned. A 2/3 vote of all members of the UGEC will be required to overturn the subcommittee rejection of the course.

Task Force Recommendation

Retain the existing policy without change.

4. General Education Transfer Equivalency Determinations

Existing Policy:

Requests for general education transfer equivalencies will be routed by Admissions or the Records Office to the appropriate Ferris department, as determined by the Ferris course designator.

The Vice President for Academic Affairs (or his/her designee) has oversight responsibilities for compliance with University

general education graduation requirements. There will be no waivers or substitutions from the general education requirements unless granted by the Assistant Vice President for Academic Affairs in consultation with the chair of the University General Education Committee.

Ferris also honors the MACRO transfer policy per the following Academic Affairs Policy Letter:

**MACRAO Transfer Policy
General Education Courses
10/8/08
Effective Fall 2009**

The Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Transfer Agreement applies only to students entering bachelor degree programs at FSU, pertains solely to general education, and does not exempt students from meeting specific prerequisite and/or course requirements for their degrees. Only courses with a grade of "C" (2.0) or better will transfer.

Students transferring to Ferris State University with MACRAO will have met the lower-division general education communication competency; scientific understanding; cultural enrichment; social awareness; race, ethnicity, and gender; and global awareness requirements. In order to complete the general education requirements for a bachelor's degree, students with MACRAO must still complete math proficiency and upper-level communication competency requirements.

Many degrees require specific courses and prerequisite courses that also count for FSU's general education requirements. Because these specific courses are required for the degree, they must be taken even if a student has sufficient coursework to complete the MACRAO agreement.

Task Force Recommendation

Retain the existing policy without change.

5. Instructions for Removal of General Education Status From a Course

Existing Policy:

The removal of a general education designator from a course can be initiated by either the course faculty or the General Education Coordinator.

Removal of a general education designator at the request of the course faculty

Course faculty may initiate removal if, for example, they no longer wish to teach the course in a way that meets the criteria for a general education course or if they teach an upper level course with prerequisites that are sufficient to meet the general education requirements for that outcome area, in which case general education status for the course in question is unnecessary.

The proposal to remove general education status must include the following university curriculum forms completed according to the instructions below and then forwarded to both the **Director of General Education** and the Chair of the University Curriculum Committee.

1. **Curricular Form A: Proposal Summary and Routing Form**

- a. In the "Proposal Title", include the general education designator to be removed together with the course prefix, number and name.
- b. Classify the proposal as: *Group II-A – Minor Curriculum Clean-up and Course Changes*.
- c. In the "Proposal Summary" provide the following information:
 - 1) a rationale for why the course should be relieved of its general education status.
 - 2) an estimate of the number of students per year taking the course specifically for general education purposes.
 - 3) an explanation of how the change will affect the available options for students and how it will impact the student population in any other way.

- d. Complete the rest of Form A including initiating unit or individual, contact information, date or semester of proposal implementation, signatures, and summary of course action required.
2. **Curricular Form B: Curriculum Consultation Form** : A copy of this form must be completed and included with the proposal for every department with a program that requires the course as a way of satisfying general education requirements.
 3. **Curricular Form E: New Course Information Form** : Although the proposal is not for a new course, similar information is required in order to evaluate the effect on the general education curriculum of removing the designator. Please include the following information on Form E:
 - a. Course prefix, number, and description
 - b. Course outcomes
 - c. Course content outline
 - d. Information about "Assessment Plan" and "Time Allocation" is not required.

Removal of a general education designator at the request of the General Education Coordinator

Courses that no longer meet the course criteria for a general education outcomes area may be stripped of their general education status. For example, a course that has been designated global consciousness may shift in emphasis and no longer include global consciousness material as half of its course content. Similarly, assessment policy holds that courses refusing to participate in general education assessment, after a warning, can be stripped of their general education status.

In the proposal to remove general education status from a course, the **Director of** General Education must include the following information:

1. **Curricular Form A: Proposal Summary and Routing Form**: The same information as above under removal by course faculty must be included, but with these differences:
 - a. In the "Proposal Summary", the rationale for why the course should be relieved of its general education status must also include evidence that supports the rationale.
 - b. The only required signature is from Academic Affairs.
2. **Curricular Form E: New Course Information Form**: The same information as above under removal by course faculty must be included.

In addition to the above, the processes described below will be followed.

- The **Director of** General Education ~~or the chair of the University General Education Committee~~ should meet with the course faculty and department head of the affected area to see if there is any solution that will bring the course back into compliance, if the area wants to continue to maintain that general education status.
- If this meeting fails to achieve compliance, the **Director** will bring the proposal for removal to the UGEC for consideration. The department and concerned faculty shall be apprised of this meeting and have an opportunity to be present to make their arguments for retaining the general education status in question.
- Given the severity of the action, 2/3 of the UGEC must vote in favor of removing general education status to affect that change.
- The recommendation of the UGEC will be forwarded to the Vice President of Academic Affairs who has the authority to overrule the UGEC decision.

If general education status is removed from a course, that removal will go into effect one semester after the decision, only after all relevant documents have been changed to reflect the change and the campus community has been informed of the change. All students who took the course prior to the change in status will receive the status in effect during the time they took the course.

Task Force Recommendation

Retain the existing policy but with appropriate modifications that may be necessary after a general education course re-certification process is developed and approved.

6. Materials to Submit When Requesting General Education Status

Existing Policy

General Education Course Criteria Form

All courses seeking General Education status are required to meet specific criteria approved by the Academic Senate. These criteria differ for each of the General Education designators. Course proposers must provide a justification for why their course should be given General Education status by speaking to each of the course criteria that apply to the requested designator.

Course proposers can request a General Education designator for any of the following learning outcome areas: Cultural Enrichment (C); Global Consciousness (G); Race, Ethnicity, Gender (R); Scientific Understanding (Z); Social Awareness (S), or Writing Intensive Courses (WIC).

The criteria that a course must meet for a given designator are listed on the pages that follow. Each page has the course criteria for one of the designators. Below each criterion is a space for the proposer to explain how her/his course meets that particular criterion. Course proposers must complete the appropriate page for the requested General Education designator by speaking to each one of the criteria for that designator. *(Note: In this appendix there is not a separate page for each designator, see below.)*

Some of the outcome areas state that a course "should meet" rather than "must meet" the given criteria. In these cases it is not expected that each criterion will be met with equal strength, but each criterion must be addressed, even if only to acknowledge that the course will not meet that criterion.

The completed page(s) must be included with curriculum proposal forms A, E, F and G and then sent electronically to the General Education Coordinator who will forward the proposal to the appropriate General Education learning outcome committee for evaluation.

Please contact the General Education Coordinator for any questions about this process.

Cultural Enrichment Course Criteria

Courses designated as Cultural Enrichment courses should meet the following criteria:

1. provide interpretive approaches to the events, arts, languages, or ideas of cultures;
2. offer established methodologies for understanding components of cultures;
3. offer an appreciation and understanding of the "techniques" of the arts or disciplines;
4. possibly provide participation in the various arts;
5. help students see the connection between the elements of cultures and themselves;
6. help students explore new ways to perceive, think, experience, and value;
7. help students gain a better understanding of a culture from an analysis of specific events or works;
8. be compatible with the designation of other universities;
9. provide knowledge and appreciation of the components of a culture;
10. offer an understanding of the processes of thought or creativity that produces a cultural artifact;
11. be taught by faculty with the appropriate credentials.

Global Consciousness Course Criteria

Courses designated as Global Consciousness courses must meet the following criteria:

1. at least 50 percent of the course content must address one or more of the following areas of study concerning a region(s) or country(ies) outside North America (United States and Canada): Geography, Economics, Language(s), Culture(s), History;
2. the course must provide the students with an understanding of the cultural context of the region(s) and area(s) of study. The course must provide the students with an understanding of contemporary cultures outside the United States and Canada.

Race/Ethnicity and/or Gender Course Criteria

Courses designated as Race/Ethnicity/Gender courses must meet the following criteria:

1. the course must approach the subject of race/ethnicity and/or gender from an identifiable theoretical framework;
2. the course must address race/ethnicity and/or gender issues appropriate to the course discipline. Courses can narrowly address a single category (race, or ethnicity, or gender), or any combination of two categories (race and gender, or race and ethnicity, or gender or ethnicity), or all three categories combined. No matter how the course is configured, at least 75% of the course content must be based on issues clearly identified as race/ethnicity and/or gender;
3. the course materials must demonstrate clear evidence that the significant focus of the course is concerned with race/ethnicity and/or gender. Such evidence will be included in: 1. the course description, 2. the title(s) or chapter heading of reading assignments, 3. the lecture topics specified in each course syllabus, 4. the graded assignment and examination materials in each course section.

Scientific Understanding Course Criteria

Courses designated as Scientific Understanding courses should meet the following criteria:

1. be open to students from all programs;
2. explain the historical perspective of scientific ideas;
3. utilize the scientific method for understanding the physical universe;
4. present content deemed most important in traditional scientific disciplines;
5. promote scientific awareness by developing the use of inquiry and observation;
6. encourage thoughtful analysis that allows students to develop operative knowledge so that they may assess social, medical, and environmental issues, and make informed decisions;
7. be taught by faculty with qualifications and background in the subject matter that meet the standards for university level instruction in that discipline;
8. be recognizable as general education in the natural sciences at other institutions.

Social Awareness Course Criteria

Courses designated as Social Awareness courses should meet the following criteria:

1. have as their core subject matter human development and behavior, group interactions, or established social Institutions;
2. offer theories for the understanding of the subject matter;
3. offer an established methodology for approaching the subject matter;
4. be identifiable as general education in social awareness or its closest equivalent at other institutions;
5. be taught by faculty with qualifications and background (such as graduate training and teaching experience) in the subject matter that meet the standards for university level instruction in that discipline.

Writing Intensive Course Criteria (Note: Also see the page that follows about procedures for obtaining WIC approval)

Courses designated as Writing Intensive Courses must meet the following criteria:

1. Students will write a minimum of 4 edited papers of 3-5 typewritten pages or the equivalent. These assignments, consisting of several different kinds of writing, will constitute a significant portion (1/3 to 1/2) of the final grade for the course; the grade or score on each assignment will reflect effective and correct written expression as well as knowledge of content. Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, creative writing, and many other forms of course-related assignments. Informal journal writing is another useful means of developing students' critical thinking skills.
2. Students should receive instruction in the following areas: 1. the role of writing in professional/academic settings; 2. strategies for determining the appropriate document type and style; 3. effective writing for different audiences; and 4. organization of papers for various purposes.
3. Students will be allowed to evaluate and revise their own writing and receive help in achieving proofreading standards.
4. Students will be required to organize, draft, and revise their work prior to submitting the final edited assignment for evaluation.

Writing Intensive Courses

A Writing Intensive Course (WIC) is a non-freshman level (200 or above) course that demands a substantial amount of writing, fulfills the criteria listed below, and partially satisfies the communication competence category of the General

Education Requirements. The prerequisite of any WIC will be English 211 or 250. A department will decide as a whole which courses it wishes to propose as WIC. (Individual sections can not be designated as WIC).

Procedures for obtaining approval for a Writing Intensive Course:

1. According to general education guidelines, a department interested in obtaining a WIC designation must submit a proposal to the WIC committee, through the General Education Coordinator, for approval.
2. The proposal will be submitted at least a year before the course will be offered in order to provide adequate time for consultation between the proposing department and the WIC committee, time for the WIC committee to consider the course, and time to meet university publication deadlines.
3. The proposal for a WIC designation must consist of the following:
 - a. complete description of the course plan and a course syllabus;
 - b. supporting material including
 - 1) description of potential pedagogical methods to be employed,
 - 2) possible textbooks and materials,
 - 3) the name(s) of faculty member(s) who will teach the course, and
 - 4) the name of one faculty member who will agree to answer questions about the proposal.
4. Once a course has received WIC approval, the WIC committee will contact the sponsoring department, the dean's office of the College of Arts and Sciences, and the Records Office in order to ensure the inclusion of the course in WIC listings in university publications.
5. If there are any substantive changes to the content of methodology/approach of a WIC, the sponsoring department will contact the WIC committee.

Writing in courses across the curriculum can help students:

- develop critical thinking skills
- decrease writing anxiety
- view writing as an important life and learning skill
- improve retention and understanding of course material
- connect with course material
- become familiar with writing conventions of particular career fields

Task Force Recommendation

Retain the existing policy but with changes that reflect the revised designator names and course criteria described in Appendix 13.

7. General Education Course Recertification Policy (proposed)

All general education (GE) courses, new and existing, will be evaluated for recertification every 5 years. Outcome area committees will complete the evaluations to assure that courses effectively address the intended Ferris Learning Outcome (FLO). The evaluating committees will need to see the following information entered into TracDat to evaluate a course for recertification: **Form E Data and Assessment Data.**

Form E Data

New Courses:

As new courses complete the GE course-approval process and are approved as a GE Ferris Learning Outcome course, information from curricular Form E¹ must be entered into TracDat before the GE status is activated. This requirement applies to all courses including experimental _90 courses. The Form E data entered will include the following:

1. **All student learning outcome criteria that have been established for the relevant GE FLO². Courses in which the Global and/or Diversity and Inclusion FLOs will also be addressed must include those outcome criteria as well.**
2. **An assessment plan that links each FLO criterion with measurable assessment strategies.**
3. **A summary of the topics covered in the course together with the class time (in weeks, contact hours, or percentages) devoted to each.**

Existing General Education Courses:

Faculty teaching courses with GE status at the time of implementation of the revised GE Program (Fall 2014) will have two years (until Fall 2016) to enter into TracDat the Form E course information (1-3 above) for all of their GE courses. Failure to comply will result in loss of GE status for a full semester at which time the course may re-apply for GE status through the GE course-approval process.

Assessment Data:

All courses, new and existing, approved for GE status will require additional information beginning during the 2016-2017 academic year and continuing according to the ten-year schedule below. Note that the first 5-year cycle is a transition period in which the number of FLO criteria that must be addressed each year is gradually increased. In this way, each year and for each course being taught, GE faculty will need to enter and analyze assessment data for only one of their general education FLO criterion, which will allow them to gradually meet the recertification requirements.

¹More information about curricular Form E can be found on page 33 of the University Curriculum Manual posted on the Academic Senate website at: <http://www.ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/univcurrcomm/homepage.htm>

²The outcome criteria for all Ferris Learning Outcomes (FLOs), including the GE FLOs can be found at: <http://www.ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/GenEdTaskForce/FerrislearningOutcomeswCriteriaSept2012Draft.pdf>

The recertification process will require the following additional information:

4. **Assessment results that demonstrate how well students are meeting each of the relevant FLO criteria. Courses in which the Global and/or Diversity and Inclusion FLOs are also addressed must include assessment results for those criteria as well.**
5. **The faculty member's analysis of the assessment results and comments about what changes, if any, will occur in the next version of the course.**
6. **Evidence that assessment and analysis has occurred annually for at least one of the relevant FLO criterion. If the course also addresses the Global and/or Diversity and Inclusion FLO then annual evidence for at least one criterion from each of these FLOs is also expected.**

The primary goal of GE course recertification is to help faculty improve the General Education Program. Therefore, any course that does not meet the expectations outlined above will have a grace period to address concerns from the evaluating committee. The evaluating committee must clearly and specifically describe their concerns and invite affected faculty to meet and discuss those concerns. After the next offering of the course it will be reevaluated and either recertified for another 5-year cycle or lose GE status. A course that loses GE status may, after one semester, re-apply for GE status through the GE course-approval process.

Proposed Ten-Year General Education Course Recertification Schedule

- 2016-2017: Written and Oral Communication. Each Written Communication course must have assessment data and analysis entered into TracDat for at least **one** of the Written Communication FLO criterion. Each Oral Communication course (both Personal and Professional) must have assessment data and analysis entered into TracDat for at least **one** of the appropriate Oral Communication FLO criterion.
- 2017-2018: Quantitative Literacy. Each Quantitative Literacy course must have assessment data and analysis entered into TracDat for at least **two** of the Quantitative Literacy FLO criteria.
- 2018-2019: Natural Science. Each Natural Science course must have assessment data and analysis entered into TracDat for at least **three** of the Natural Science FLO criteria.
- 2019-2020: Self and Society. Each Self and Society course must have assessment data and analysis entered into TracDat for at least **four** of the Self and Society FLO criteria.
- Diversity and Inclusion. Each Diversity and Inclusion course must have assessment data and analysis entered into TracDat for **four** of the Diversity and Inclusion FLO criteria.
- 2020-2021: Culture. Each Culture course must have assessment data and analysis entered into TracDat for **all** of the required Culture FLO criteria.
- Global. Each Global course must have assessment data and analysis entered into TracDat for **all** the Global FLO criteria.
- 2021-2022: Written and Oral Communication. Each Written/Oral Communication course must have assessment data and analysis entered into TracDat for **all** of the required Written/Oral Communication FLO criteria.

2022-2023: Quantitative Literacy. Each Quantitative Literacy course must have assessment data and analysis entered into TracDat for **all** of the required Quantitative Literacy FLO criteria.

2023-2024: Natural Science. Each Natural Science course must have assessment data and analysis entered into TracDat for **all** of the required Natural Science FLO criteria.

2024-2025: Self and Society. Each Self and Society course must have assessment data and analysis entered into TracDat for **all** of the Self and Society FLO criteria.

Diversity and Inclusion. Each Diversity and Inclusion course must have assessment data and analysis entered into TracDat for **all** the Diversity and Inclusion FLO criteria.

2025-2026: Culture. Each Culture course must have assessment data and analysis entered into TracDat for **all** of the required Culture FLO criteria.

Global. Each Global course must have assessment data and analysis entered into TracDat for **all** the Global FLO criteria.

Addendum

New courses that are approved part way through a recertification cycle will need to go through the next recertification for that GE FLO, but assessment data and analysis will be needed for only one of the FLO criterion for each year the course was offered between approval and recertification.

8. Procedure for General Education Curricular Mapping

Under development....

9. Procedure for General Education Program Assessment

Under development....

Appendix 15

Job Description for a Full-time Director of General Education

The FSU Director of General Education is an administrative position that reports to the Associate Provost for Academic Operations and oversees the day-to-day operations of the General Education Program. The Director will collaborate with the University General Education Committee (UGEC) to:

- Ensure that established general education policies and procedures are properly implemented;
- Develop new policies as needed for consideration by the Academic Senate and Provost that strengthen the General Education Program and are based on university-wide feedback, assessment data, and best practices;
- Coordinate implementation of general education assessment, curricular mapping, and course re-certification;
- Develop, coordinate, and promote, through the Faculty Center for Teaching and Learning and other avenues, activities that encourage **and support** the use of High Impact Practices (HIPs) for faculty who are or may be teaching general education courses;
- Promote the General Education Program to all constituents;
- Oversee the design, development, and maintenance of the General Education Program website **and other general education materials**;
- Prepare regular updates and an annual report to the Academic Senate and Provost about the status and activities of the General Education Program;
- Mediate and work to resolve general education issues that arise;
- Initiate and oversee general education committee/subcommittee meetings;
- Work with others to recognize, develop, and coordinate co-curricular experiences that address the Ferris Learning Outcomes in ways that can be meaningfully implemented, credited, and tracked as part of an FSU student's general education experience;
- **Take part in developing and implementing new and ongoing initiatives in Academic Affairs and in Student Affairs related to student success and retention**;
- Ensure a university-wide approach to general education.

(Note: in the areas below, since draft 2, there are some wording changes and shifts between the "minimum" and "preferred" areas)

MINIMUM JOB REQUIREMENTS:

- Ph.D. or terminal degree in their discipline and at least five years teaching experience in higher education
- Qualifications commensurate with an assistant professor rank
- Experience with best practices in learning outcomes assessment

PREFERRED JOB QUALIFICATIONS:

- Strong oral and written communication skills
- Experience with curriculum development
- Experience in developing, implementing, and managing general education programs
- An ability to plan, manage, and bring to completion projects related to teaching and learning
- Strong planning and organizational skills
- Experience in university administration/coordination
- Experience teaching general education courses
- Success in collaborative work and in working with people of different backgrounds, experiences, and opinions

References:

1. Academic Program Review Report for General Education, Ferris State University, 2008.
2. <http://www.ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/GenEdTaskForce/2003revisionproposal.pdf>
3. <http://www.aacu.org/>
4. <http://www.aacu.org/leap/vision.cfm>
5. http://www.aacu.org/value/rubrics/index_p.cfm?CFID=42046584&CFTOKEN=84581528
6. How Should Colleges Prepare Students to Succeed in Today's Global Economy?
<http://www.aacu.org/leap/documents/Re8097abcombined.pdf>
7. <http://www.aacu.org/leap/hip.cfm>

Sept 2013 Draft to Campus

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Elimination of Mathematics BA

Initiating Individual: Bob McCullough Initiating Department or Unit: Mathematics

Contact Person's Name: Kirk Weller e-mail: wellerk@ferris.edu phone: x2594

Group I - A – New degree, major, concentration, minor, or redirection of a current offering

Group I - B – Deletion of a degree, major, concentration, or minor

Group II - A – New Course, modification of a course, deletion of a course

Group II - B – Minor curriculum clean-up

Group III – Certificates (College Credit Non-Credit)

Group IV – Other Site Locations (College Credit Non-Credit)

	Signature	Date	Vote/Action * Number count **
Program Representative **	<i>Robert McCullough</i>	10/3/12	15 Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote **	<i>Robert McCullough</i>	10/3/12	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School Administrator	<i>Kirk Weller</i>	10/3/12	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee/Faculty	<i>Kirk Weller</i>	10/25/12	<input checked="" type="checkbox"/> Support 4-0 <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Dean	<i>Joel</i>	11/2/12	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include identification of specific concerns with appropriate rationale.

** Number count must be given for all members present and/or voting.

To be completed by Academic Affairs		Date/Term of Implementation: _____
President (Date Approved) _____	Board of Trustees (Date Approved) _____	Academic Officers of MI (Date Approved) _____

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.)

Group IB – Deletion of a degree, major, concentration, or minor

Over the last year, faculty in the Mathematics Department have reviewed and revised the mathematics curriculum. This proposal, and the other, which proposes a revision of the Applied mathematics major, represent a culmination of that process.

The Mathematics Department supports three majors and four minors. The majors include Applied Mathematics, Mathematics (a BA program), and Secondary Mathematics Education (offered through the School of Education). The three minors are Computer Science, Mathematics, Elementary Mathematics Education, and Secondary Mathematics Education (the latter two offered through the School of Education). The review process yielded the need for two actions: elimination of the Mathematics BA and revision of the Applied Mathematics BS. There are several reasons for the call to eliminate the Mathematics BA program:

- The BA program has few students (no more than a half dozen for each of the last five years).
- Several of the courses in the program, MATH 310 (Linear Models in Statistics), MATH 327 (Theory of Numbers), MATH 380 (Applied Analysis), and MATH 435 (Introduction to Complex Analysis) are rarely, if ever, offered.
- In the view of Mathematics Department faculty, the BA program is weak, particularly when compared with similar BA programs offered by other public and private institutions in Michigan. Many students who wish to obtain a BA in Mathematics intend on going to graduate school. At best the existing program only prepares students for lower tier graduate programs.
- A student who wishes to pursue graduate study in pure mathematics can obtain the necessary background through the Applied Mathematics major (AMTH) with suitably chosen electives. As a result, the current Mathematics BS curriculum is redundant.

2. Summary of Curricular Action (check all that apply to this proposal)

Degree X Major Minor Concentration Certificate Course

New Modification X Deletion

Name of Degree, Major, etc. : **Mathematics BA (MATH)**

ID:

Name:

MATHEMATICS BACHELOR OF ARTS

FERRIS STATE UNIVERSITY

Major Advisor: Mr. Robert McCullough

Phone: (231) 591-5876

Campus Address: ASC 2042

E-mail: mccullor@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:

1. Minimum 2.0 CUMULATIVE grade point average in all courses
2. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level
3. Must complete an approved academic minor
4. 120 Minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Minimum of 40 credits numbered 300 or higher

Number of 300+ Credits: _____

Courses required for students entering this major Fall Semester 2012

REQUIRED		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ()	FSU S.H.	GRADE
Major: Minimum 35 credits. No grade lower than "C" (2.0) allowed to apply toward this major				
CPSC	200	Object Oriented Programming (MATH126 or 130 and CPSC 130)	4	
MATH	220	Analytical Geometry & Calculus 1 (MATH 130 min C-)	5	
MATH	230	Analytical Geometry & Calculus 2 (MATH 220)	5	
MATH	320	Analytical Geometry & Calculus 3 (MATH 230)	3	
MATH	322	Linear Algebra (MATH 220)	3	
MATH	420	Introduction to Abstract Algebra (MATH 324)	3	
MATH	430	Advanced Calculus (MATH 320 and MATH 324)	3	
Electives: Choose 9 credits at 300 or 400 level from the following: MATH 310, MATH 314, MATH 324, MATH 325, MATH 327, MATH 328, MATH 330, MATH 340, MATH 360, MATH 380, MATH 414, MATH 416, MATH 435, MATH 440				
			3	
			3	
			3	
Electives to the minimum 120 credits required for this degree:				
MATH	485	Math Research (optional)	1-6	
MATH	491	Math Internship (optional)	1-6	
Academic Minor: An academic minor of 18 – 24 credits is required; any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.				
Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).				

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS		
A. COMMUNICATION COMPETENCE 12 Sem Credits		
Course	Grade	Credits
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
Choose one; COMM 105 COMM 121 COMM 221		3
TOTAL		
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits		
Only approved "Z" courses may count toward this category. At least one lab course.		
Course	Grade	Credits
Lab		
TOTAL		
C. QUANTITATIVE SKILLS		
This requirement is achieved in the program major.		

E. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category, excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credits
200+ level course		3
TOTAL		
D. SOCIAL AWARENESS 9 Sem Credits		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundations" course, 2) One course at the 200+ level		
Course	Grade	Credits
Foundation		
200+ level		
TOTAL		
E. GLOBAL CONSCIOUSNESS: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
F. RACE/ETHNICITY/GENDER: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		

Sample Course Sequence: The following chart depicts one strategy to begin the program requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

FIRST YEAR

Fall Semester

ENG 150 or COMM	3
MATH (by placement)	3 - 5
Foreign Language	4
CPSC or General Education Elective	3
General Education Elective	3
	16 - 18


Spring Semester

COMM or ENGL 150	3
MATH	3 - 5
Foreign Language	4
CPSC or General Education Elective	3
General Education Elective	3
	16 - 18

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

COLLEGE OF ARTS & SCIENCES
FERRIS STATE UNIVERSITY

TO: University Curriculum Committee
FROM: J. Andy Karafa,  Associate Dean, Arts & Sciences
RE: MSW Proposal—SCWK 699
DATE: 09/11/13

The Arts & Sciences dean's office supports the MSW proposal with concerns. Specifically, it feels that additional discussion is needed before agreeing to a maximum capacity of 6 students for SCWK 699.

Ferris State University
Preliminary Curriculum Approval Form

Form PCAF

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal Initiator(s):	Wendy Samuels
Department(s)/College(s):	Social Work - Social Sciences – Arts and Sciences

Type of curriculum change (check one)

<input checked="" type="checkbox"/>	New degree/major
<input type="checkbox"/>	New minor requiring new courses/resources
<input type="checkbox"/>	New concentration in existing degree program
<input type="checkbox"/>	Curricular customization of existing program for off-campus cohort group
<input type="checkbox"/>	New certificate requiring 3 or more new courses and/or new resources
<input type="checkbox"/>	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template. Master of Social Work (MSW)

The MSW program is a two year program. The first year is called the "Foundation Year", the second year is called the "Advanced Year". Students without a degree in social work would be required to take both years, for a total of 60 credits. Students with a BSW from an accredited program, a 3.1 overall GPA and a 3.5 average in their social work courses will be eligible for Advanced Standing. These students would move directly into the advanced year, and would complete 40-44 credits, completing their degree in three consecutive semesters.

Curriculum Plan:

Clinical Practice Concentration with the following specialties:

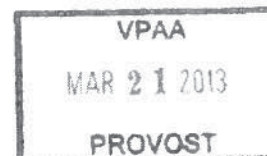
- Trauma Informed Practice (may include child welfare practice and services to veterans)
- Leadership and Supervision
- Gerontology *Is this in any way linked to CHP gerontology certificate?*

Certificates may be developed for specific practice areas (eg. School Social Work, Evidenced Based Trauma Treatment, Addictions).

Foundation Year – 60 credits
Advanced Year – 40-44 credits

Foundation Year (non-BSW students or students with inadequate GPA)

- 3 cr Human Behavior in the Social Environment I
- 3 cr Human Behavior in the Social Environment II
- 3 cr Research I (combination of stats and methods – may "test out" if previous coursework is substantial in this area)
- 3 cr Social Work Policy I
- 3 cr Social Work Methods of Practice I



- 3 cr Social Work Methods of Practice II
- 4 cr Field Experience I
- 4 cr Field Experience II

Advanced Year (students may enter the advanced year directly with a BSW from an accredited program and 3.2 overall GPA, with a 3.5 average in undergraduate social work courses)

- 3 cr Applied Social Work Research (Research II)
- 3 cr Advanced Social Work Practice I
- 3 cr Advanced Social Work Practice II
- 3 cr Clinical Assessment and Diagnosis
- 3 cr Psychopathology in Clinical Practice
- 3 cr Advanced Social Work Policy and Political Advocacy
- 4 cr Field Experience III
- 4 cr Field Experience IV
- 4 cr Field Experience V (not required for 2 year students)
- 10 cr Students will be taking required courses specific to their area of concentration (gerontology, trauma informed practice)

2. Target date for implementation. Foundation Year - Fall 2014; Advanced Year - Fall 2015
3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

The Ferris State University Social Work Program has an outstanding reputation in the state. For years, the faculty has heard from students, alumni and field instructors about the need for an MSW program at Ferris. The only option within a 90 mile radius of the main campus for students looking to further their social work education is currently Grand Valley State University in either Grand Rapids or Traverse City or one of the fully on line or blended programs being offered by other universities in the state and across the country. In the case of Grand Valley, it provides a generalist program. Most students are interested in programs with a greater clinical focus, such as the one proposed in this document. As one will clearly see from the survey data (below), the MSW program would have a high probability of success.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?

The following Michigan universities have MSW Programs.

Andrews University, Berrien Springs, MI (unable to find data by program); Michigan State University, East Lansing MI and statewide on line (414); Grand Valley State University, Grand Rapids and Traverse City MI (377); University of Michigan, Ann Arbor, MI (622); Wayne State University, Detroit MI (320); Western Michigan University, Kalamazoo and Grand Rapids MI (320); Eastern Michigan University, Ypsilanti MI (242).

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs: None known
6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

Social Worker Job Outlook – National

Employment of social workers is expected to increase by 25 percent from 2010 to 2020, better than the average for all occupations. Growth will be due to an increase in demand for health care and social services but will vary by specialty.

Employment of child, family, and school social workers is expected to increase by 20 percent from 2010 to 2020, better than the average for all occupations. Demand for child and family social workers should continue to grow because they will be needed to investigate child abuse cases and to place children in foster care and with adoptive families. However, growth in this occupation may be limited by budget constraints at all levels of government. In schools, more social workers will be needed to respond to rising student enrollments. The availability of federal, state, and local funding will be a major factor in determining the actual employment growth in schools.

Employment of healthcare social workers is expected to increase by 34 percent, much better than the average for all occupations. As baby boomers age, they and their families will require help from social workers to find care, which will increase demand for healthcare social workers.

Employment of mental health and substance abuse social workers is expected to increase by 31 percent, much better than the average for all occupations. Growth is expected as more people seek treatment for mental illness and addiction. In addition, drug offenders are increasingly being sent to treatment programs rather than to jail. As a result, use of substance abuse treatment programs is expected to grow, increasing demand for mental health and substance abuse social workers.

Source: U.S. Department of Labor

Michigan Community and Social Services Occupations Employment Forecasts 2008 - 2018

SOC						
CODE	OCCUPATION		2008	2018	LEVEL	%
TOTAL	GROWTH	REPLACEMENT				
21-0000	Community & Social Services Occupations		67,800	76,000	8,200	12.1
2,330	820	1,510				
21-1011	Substance Abuse/Behavrl Disordr Counselor		1,230	1,420	190	15.0
44	19	25				
21-1012	Educational, Voc, & School Counselors		5,700	6,230	530	9.2
168	53	115				
21-1013	Marriage and Family Therapists		270	300	30	9.9
9	3	6				
21-1014	Mental Health Counselors		2,190	2,630	440	19.8
88	44	44				
21-1015	Rehabilitation Counselors		1,540	1,720	180	12.2
50	19	31				
21-1019	Counselors, All Other		670	750	80	12.3
22	8	14				

21-1021	Child, Family, & School Social Workers	11,580	12,080	500	4.4
342	51 291				
21-1022	Medical & Public Health Social Workers	6,220	7,280	1,060	17.0
262	106 156				
21-1023	Mental Health/Substance Abuse Social Wrkr	5,580	6,340	760	13.5
215	75 140				
21-1029	Social Workers, All Other	1,470	1,550	80	5.7
45	8 37				
21-1091	Health Educators	2,120	2,370	250	11.9
70	25 45				
21-1092	Prob Officer/Correctnl Trtmnt Specialists	2,570	2,830	260	10.2
80	26 54				
21-1093	Social & Human Service Assistants	13,310	15,580	2,270	17.0
509	227 282				
21-1099	Community & Social Service Specialists, AO	5,600	6,270	670	12.0
186	67 119				

Source: Michigan Department of Labor and Statistics: milmi.org/admin/uploadedPublications/707_occ_g21.htm

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

MSW SURVEY RESULTS

Using the Qualtrics Survey Software, a survey was distributed to a group of alumni Social Work students (graduation year ranging from 1999 to 2012) and a group of current Social Work, Political Science, Psychology and Sociology students from Ferris State University in fall 2012. Among the current students there was a response rate of 66% of current students, 62% of which were Social Work students. An accurate response rate is difficult to calculate for the alumni group, because the survey was administered via social media (Facebook alumni page). It is difficult to determine how many of the members actually saw the survey when utilizing social media. Out of the 203 participants, almost all showed (96%) interest in having a MSW program at Ferris State University. The high response rate and data derived from the survey suggest a MSW program at Ferris State University would have successful enrollment levels. The data presented here is only the first question asked in the survey of 10 questions determining interest, type of programming, what type of delivery and when students would be available. The entire survey results are available upon request.

- 1.) How interested are you in having an MSW (Master in Social Work) program at Ferris?

N= 203 mean =1.19

Answer	Response	%
1.) Very Interested	177	87%
2.) Somewhat Interested	18	9%
3.) Somewhat Disinterested	3	1%
4.) Uninterested	5	3%

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?

It is anticipated that having an MSW program at Ferris will attract more students to the BSW program. We do not anticipate students to be drawn from any existing program ^{at} Ferris.

9. Approximately how many students are expected to enroll?

 30 in the first year? 60/year after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered? Possibly the Traverse City campus

11. Will Internet or other distance learning technology be used for course/program delivery? Describe.
Yes, we anticipate some of the courses to be offered as hybrid or blended courses and would be utilizing Ferris Connect as the learning technology. No new distance learning technology would be anticipated.

12. Provide a rough estimate of the resources needed to implement the initiative:

Please see three year budget proposal below.

**Ferris State University
 College of Arts & Sciences
 Proposed Estimated Budget for the MSW Program
 July 1, 2013 to June 30, 2014**

Revenue

Tuition (None this fiscal year)

Amount

-

Expenses

Personnel Expenses

Program Director (<i>included in Release Time Replacement below</i>)	-
Program Coordinator (<i>Administrative assignment .50 FTE inload</i>)	-
Field Placement Coordinator (<i>Administrative assignment .50 FTE inload</i>)	-
Release Time Replacements (FTE #) (<i>Release time for .25 Program Director</i>)	22,832
Faculty Summer Stipends (2 x .25 FTE)	50,025
Faculty (6 FTE) (not in this fiscal year)	-
Secretary - part time @\$11.00/hr/25 hours/week	14,300
Benefits (PT hourly - taxes, etc. @ 21%)	3,003
Recruiting Costs - Advertising, Travel, Etc.	2,600
Relocation Costs	-
Total Personnel Expenses	92,760

Conferences/Training/Travel

APM	3,000
BPD	3,000
CSWE - MSW Candidacy Requirements Meeting (NOTE, THIS SHOULD BE A 2012/13 I	1,500
Other Conferences/Training/Travel	-
Total Conference & Travel Expenses	7,500

Supplies & Expenses

-

Consultant

Consultant Fees	2,000
Consultant Travel Expenses	-
Total Consulting Expenses	2,000

Accreditation Expenses

Accreditation Fees	7,298
Commissioners Visits (\$4134 plus \$800 travel estimate)	4,934
Total Accreditation Expenses	12,232

Total Estimated Expenses

114,492

Net Program Profit (Loss)

(114,492)

**Ferris State University
College of Arts & Sciences
Proposed Estimated Budget for the MSW Program
July 1, 2014 to June 30, 2015**

<u>Revenue</u>	<u>Amount</u>
Tuition (30 students in foundation year @\$485/credit hour X 30 credits/year)	<u>436,500</u>
<u>Expenses</u>	
Personnel Expenses	
Program Director (included in Release Time Replacement below)	-
Program Coordinator (Administrative assignment .50 FTE inload)	-
Field Placement Coordinator (Administrative assignment .50 FTE Inload)	-
Release Time Replacements (FTE #) (Release time for .25 Program Director)	23,940
Faculty Summer Stipends (2 x .25 FTE)	-
Faculty (3 FTE) \$55,000 + \$24,750 benefits = \$79,750 X 3 = \$239,250	239,250
Secretary - part time @\$11.00/hr/25 hours/week	14,300
Benefits (PT hourly - taxes, etc. @ 21%)	3,003
Recruiting Costs - Advertising, Travel, Etc.	2,600
Relocation Costs (maximum \$3000/faculty x 3)	9,000
<i>Total Personnel Expenses</i>	<u>292,093</u>
Conferences/Training/Travel	
APM	3,000
BPD	3,000
CSWE - MSW Candidacy Requirements Meeting	-
Other Conferences/Training/Travel	-
<i>Total Conference & Travel Expenses</i>	<u>6,000</u>
Supplies & Expenses	<u>4,200</u>
Consultant	
Consultant Fees	2,000
Consultant Travel Expenses	-
<i>Total Consulting Expenses</i>	<u>2,000</u>
Accreditation Expenses	
Accreditation Fees (Initial Accreditation Eligibility Fee)	1,820
Commissioners Visits (\$4134 plus \$800 travel estimate)	4,934
<i>Total Accreditation Expenses</i>	<u>6,754</u>
<i>Total Estimated Expenses</i>	<u>311,047</u>
Net Program Profit (Loss)	<u>125,453</u>

Ferris State University
College of Arts & Sciences
Proposed Estimated Budget for the MSW Program
July 1, 2015 to June 30, 2016

Revenue

Tuition (30 students in foundation year @\$485/credit hour - 30 credits/year)	437,000
(30 students in advanced year @\$485/credit hour - 41 credits)	600,000
Total Revenue	1,037,000

Expenses

Personnel Expenses

Program Director (included in Release Time Replacement below)	-
Program Coordinator (Administrative assignment .50 FTE inload)	-
Field Placement Coordinator (Administrative assignment .50 FTE inload)	-
Release Time Replacements (FTE #) (Release time for .25 Program Director)	25,200
Faculty Summer Stipends (2 x .25 FTE)	-
Faculty (6 FTE) \$55,000 + \$24,750 benefits = \$79,750 X 6 = \$478,500	478,500
Secretary - part time @\$11.00/hr/25 hours/week	14,300
Benefits (PT hourly - taxes, etc. @ 21%)	3,003
Recruiting Costs - Advertising, Travel, Etc.	2,600
Relocation Costs (maximum \$3000/faculty x 3)	9,000
Total Personnel Expenses	532,603

Conferences/Training/Travel

APM	3,000
BPD	3,000
CSWE - MSW Candidacy Requirements Meeting	-
Other Conferences/Training/Travel	-
Total Conference & Travel Expenses	6,000

Supplies & Expenses

Consultant	8,400
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Consultant Fees	2,000
Consultant Travel Expenses	-
Total Consulting Expenses	2,000

Accreditation Expenses

Accreditation Fees (Initial Accreditation Fee)	3,974
Commissioners Visits (\$4134 plus \$800 travel estimate)	4,934
Total Accreditation Expenses	8,908

Total Estimated Expenses

Net Program Profit (Loss)	557,911
	479,089

Estimate of Library Resources	Adequate	X Some new resources needed Potential Funding Sources: Arts and Sciences, Library Allocation for Department, Grants	Significant number of resources needed Potential Funding Sources: _____
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12. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

The Council on Social Work Education requires the MSW program to have the equivalent of six full time faculty assigned primarily to the MSW program. It is anticipated that these faculty will eventually be funded through program revenues as well as college and university resources. Faculty will be phased in over a two year period, with the total six full time faculty in place by fall 2015. The program must maintain a 1:12 faculty to student ratio for the MSW program. The program also needs a full time secretary and an additional part time secretary at the program's implementation. These six full time faculty members are in addition to the two full time faculty currently being recruited (fall 2013) to address the deficit in our BSW program. According to the University Graduate and Professional Council policies, these faculty must be tenured or tenure track positions.

13. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

The office space and classroom space in Arts and Sciences is currently barely adequate for current programming, much less for the addition of six new faculty members and need for classroom space. Each of the faculty will need an office. Since faculty will be teaching across both the BSW and MSW curriculum, we are requesting the college locate office and classroom space that meets the needs of the entire program.

Our request for office space for the main campus includes: 13 private offices (8 for current faculty on the main campus, including the 2 full time adjuncts that will be added in fall 13; 4 for the additional faculty that will be added for the MSW program; and 1 shared office space for adjunct faculty). Office space will also be needed for the support staff and student workers.

Our request for office space for the Traverse City campus includes adequate office space for 4 faculty, which includes the addition of two full time faculty members for the MSW program, and two full time faculty for the BSW program. We are currently sharing a very small office for 3 faculty members who are there on a part time basis. This office space is presently inadequate for faculty work and student advising.

Classroom space might not be an issue on the main campus, as we anticipate our programming to be primarily in non-prime time (evenings, weekends and summer) to accommodate working students. All the classrooms will need to be technologically equipped. Classroom space at the University Center in Traverse City will need to be addressed, as most of the classroom time is during the evenings.


14. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

Accreditation is required and will be sought by the Council on Social Work Education. Accreditation involves a three year process of candidacy and an entirely new self-study for the master's program. The onetime costs of accreditation are listed above in the detailed budget. CSWE requires annual program dues depending upon the size of the program and then every 8 years there are reaccreditation costs.

15. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback? Yes, the MSW program has been on the department's unit strategic plan for the past several years. The entire social sciences department is supportive of the program's implementation.

Department Administrator's signature:  Date 3/11/2013
If this is an interdepartmental initiative, include additional Department Administrator signatures

Comments:

Dean's signature:  Date 3/19/13

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and EIO Deans' signatures

Comments:

Provost's Signature:  Date 3/22/13

Approved Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions:

Not approved

Explanation:

c. Initiator(s)

Department Administrator(s)
Deans' Council University Curriculum Council
Academic Senate
VPEIO
Provost
FSU Intranet

PROPOSAL SUMMARY AND ROUTING FORM

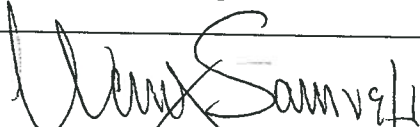
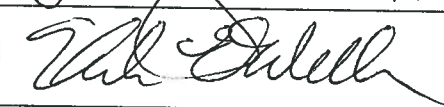


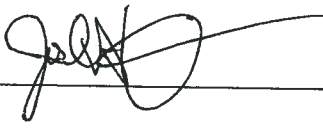
Proposal Title: Master of Social Work (MSW)

Initiating Individual: Wendy Samuels

Initiating Department or Unit: Social Sciences

Contact Person's Name: Wendy Samuels e-mail: samuelsw@ferris.edu phone: 231-591-5896

- Group I - A – New degree, major, concentration, minor, or redirection of a current offering
- Group I - B – Deletion of a degree, major, concentration, or minor
- Group II - A – New Course, modification of a course, deletion of a course
- Group II - B – Minor curriculum clean-up
- Group III – Certificates (College Credit Non-Credit)
- Group IV – Other Site Locations (College Credit Non-Credit)

	Signature	Date	Vote/Action * Number count **
Program Representative **		8/21/2013	10 Support — Support with Concerns — Not Support — Abstain
Department/School/Faculty Representative Vote **		8/21/2013	26 Support — Support with Concerns — Not Support — Abstain
Department/School Administrator		8/23/2013	26 Support 0 Support with Concerns 0 Not Support
College Curriculum Committee/Faculty		8/5/13	4 Support — Support with Concerns — Not Support 2 Abstain
Dean		9/11/13	— Support X Support with Concerns — Not Support
University Curriculum Committee **			— Support — Support with Concerns — Not Support — Abstain
Senate **			— Support — Support with Concerns — Not Support — Abstain
Academic Affairs			— Support — Hold — Not Support

* Support with Concerns or Not Support must include identification of specific concerns with appropriate rationale.
 ** Number count must be given for all members present and/or voting.

To be completed by Academic Affairs		Date/Term of Implementation: _____
President (Date Approved) _____	Board of Trustees (Date Approved) _____	Academic Officers of MI (Date Approved) _____

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.)

The Ferris State University Social Work Program has an outstanding reputation in the state. For years, the faculty has heard from students, alumni and field instructors about the need and desire for an MSW program at Ferris. The only option within a 90 mile radius for students looking to further their social work education is currently Grand Valley State University in either Grand Rapids or Traverse City or one of the fully on line or blended programs being offered by other universities in the state and across the country. GVSU offers an "Advanced Generalist" program. Most students are looking to specialize in their MSW program. We are proposing a "Clinical Practice Specialty"; a specialty in which most prospective students are interested.

Using the Qualtrics Survey Software, a survey was distributed to a group of alumni Social Work students (graduation year ranging from 1999 to 2012) and a group of current Social Work, Political Science, Psychology and Sociology students from Ferris State University in fall 2012. Among the current students there was a response rate of 66% of current students, 62% of which were Social Work students. Out of the 203 participants responding to the survey, almost all showed (96%) interest in having a MSW program at Ferris State University. The high response rate and data derived from the survey suggest a MSW program at Ferris State University would have successful enrollment levels. The entire survey results are available upon request.

According to US Department of Labor estimates, job prospects for the social work profession are excellent. Employment of social workers is expected to increase by 25% from 2010-2020, better than average for all occupations. Employment of social workers in the health care, mental health and substance abuse is expected to increase by 34%.

The MSW program is a two year program. The first year is called the "Foundation Year", the second year is called the "Advanced Year". Students without a degree in social work would be required to take both years, for a total of 61 credits. Students with a BSW from an accredited program, a 3.1 overall GPA and a 3.5 average in their social work courses will be eligible for Advanced Standing. These students would move directly into the advanced year, and would complete 40-44 credits, completing their degree in three consecutive semesters.

The Council on Social Work Education (CSWE) is the accrediting body. CSWE requires the MSW program to have the equivalent of six full time faculty assigned primarily to the MSW program. It is anticipated that these faculty will eventually be funded through program revenues in addition to resources within the College of Arts and Sciences and the university. Faculty will be phased in over a two year period: three faculty hired in 2014 and three in 2015, with the total six full time faculty in place by fall 2015. The program must maintain a 1:12 faculty to student ratio for the MSW program.

The Council on Social Work Accreditation has approved the Letter of Intent submitted on May 30, 2013. The Provost has approved the PCAF submitted in March 2013.

2. Summary of Curricular Action (check all that apply to this proposal)

Degree Major Minor Concentration Certificate Course

New Modification Deletion

Name of Degree, Major, etc. : Master of Social Work

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. **Newly Created Courses to be Added to FSU Catalog:**

Prefix	Number	Title
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SCWK	501	Generalist Practice Orientation 1 cr
SCWK	510	Policy Analysis & Political Advocacy 3 cr
SCWK	520	Generalist Macro Practice 3cr
SCWK	530	Generalist Micro Practice 4 cr
SCWK	540	Human Behavior/ Social Environ 3 cr
SCWK	550	Research Methods 3 cr
SCWK	560	Diversity & Social Justice 3 cr
SCWK	591	Field Practicum I 5 cr
SCWK	592	Field Practicum II 6 cr
SCWK	610	Advanced Policy & Advocacy 3 cr
SCWK	620	Advanced Group Practice 3cr
SCWK	630	Advanced Micro Practice 4 cr
SCWK	650	Applied Social Work Research 3 cr
SCWK	660	Clinical Assessment/Diagnosis 3 cr
SCWK	680	Leadership and Supervision 3 cr
SCWK	6--	Electives (being developed)
SCWK	691	Advanced Field Practicum I 4 cr
SCWK	692	Advanced Field Practicum II 4 cr
SCWK	693	Advanced Field Practicum III 4 cr
SCWK	699	Social Work Capstone 4 cr

b. Courses to be Deleted from FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix	Number	Title
--------	--------	-------

d. Addition of existing FSU courses to program

Prefix	Number	Title
--------	--------	-------

e. Removal of existing FSU courses from program

Prefix	Number	Title
--------	--------	-------

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
Form B	8/13/2013	Business Administration – Shannon Yost	8/22/13 Wendy SAMUELS
Form B	8/13/2013	Educational Leadership – Liza Ing	
Form B	8/13/2013	Criminal Justice Administration – Greg Vanderkooi	
Form B	8/13/2013	Nursing – Susan Owens	8/16/13 Wendy Samuels
Form B	8/13/2013	Sociology – Tom Behler	8/13/2013 Wendy Samuels
Form B	8/13/2013	Psychology – Janice Weaver	8/21/13 Wendy SAMUELS
Form B	8/13/2013	Political Science – Rick Griffin	8/19/13 Wendy Samuels
Form B	8/13/2013	University Graduate and Professional Council – Nancy Hogan	
Form C	8/12/2013	Library Liaison – Stacy Anderson	8/23/13 Wendy SAMUELS

5. Will External Accreditation be sought? (For new programs or certificates only)

xx Yes No

If yes, name the organization involved with accreditation for this program.
Council on Social Work Accreditation

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

- Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change credit hours

List all Checksheets affected by this proposal:
College Department Program

No current checksheets will be affected. There will be a new checksheet developed for the MSW program.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Master of Social Work Program

Initiator(s): Wendy Samuels

Proposal Contact: Wendy Samuels Date Sent: 8/13/2013

Department: Social Sciences Campus Address: 2108 B
(Please type)

Responding Department: Sociology

Administrator: Dr. G. Thomas Behler Date Received: 8/12/13 Date Returned: 8/12/13

Based upon department faculty review on 8/12/13 (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s): Wendy Samuels

Proposal Contact: Wendy Samuels Date Sent: 8/13/2013

Department: Social Sciences Campus Address: 2108 B
(Please type)

Responding Department: POLITICAL SCIENCE

Administrator: [Signature] Date Received: 8/14/2013 Date Returned: 8/19/2013 [Signature]

Based upon department faculty review on 8/14/2013 (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

Great Program!

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s): Wendy Samuels

Proposal Contact: Wendy Samuels Date Sent: 8/13/2013

Department: Social Sciences Campus Address: 2108 B
(Please type)

Responding Department: SON - Nursing

Administrator: Sourens PhD, RN Date Received: 8/12/13 Date Returned: 8/16/13

Based upon department faculty review on _____ (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s): Wendy Samuels

Proposal Contact: Wendy Samuels Date Sent: 8/13/2013

Department: Social Sciences Campus Address: 2108 B
(Please type)

Responding Department: Management

Administrator: _____ Date Received: _____ Date Returned: 21 Aug 13

Based upon department faculty review on _____ (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the Impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.



FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Master of Social Work

Projected number of students per year affected by proposed change: 60

Initiator(s): Wendy Samuels Proposal Contact: Wendy Samuels	Date Sent: 8/12/2013
Department: Social Sciences (Please type)	Campus Address: ASC 2108-B

Liaison Librarian Signature: 	Date Received: 8/22/2013
Dean of FLITE Signature: 	Date Returned: 8/23/13

Based upon our review on 8/21 (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary.

I have talked through this with Fran Rosen, FLITE's collection development librarian. Though FLITE does not have a great number of Social Sciences databases, we do have Social Work Abstracts, Social Science Abstracts, and Sociology (Sage Journals Online). The usage of Social Work Abstracts has been increasing over the last three years, and we may have to investigate increasing the number of multiple use seats, but at this time usage doesn't warrant the increase. I feel confident with the addition of SmartSearch, FLITE's version of the Primo web discovery tool, that we can offer enhanced, cross-disciplinary access to a much larger variety of resources than Social Work faculty and students have ever had access to before. Additionally, FLITE has added two new demographic databases that could prove useful. Because purchases requested by Social Work are usually focused annually on a specific topic (e.g. LGBT, bullying, the elderly), it is possible that a focus in the future may be on materials useful for the Master's degree.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s): Wendy Samuels

Proposal Contact: Wendy Samuels Date Sent: 8/13/2013

Department: Social Sciences Campus Address: 2108 B
(Please type)

Responding Department: Educational Leadership

Administrator: _____ Date Received: _____ Date Returned: _____

Based upon department faculty review on _____ (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s): Wendy Samuels

Proposal Contact: Wendy Samuels _____ Date Sent: 8/13/2013

Department: Social Sciences Campus Address: 2108 B
(Please type)

Responding Department: Criminal Justice Administration

Administrator: _____ Date Received: _____ Date Returned: _____

Based upon department faculty review on _____ (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s): Wendy Samuels

Proposal Contact: Wendy Samuels _____ **Date Sent:** 8/13/2013

Department: Social Sciences _____ **Campus Address:** 2108 B
(Please type)

Responding Department: University Graduate and Professional Council

Administrator: _____ **Date Received:** _____ **Date Returned:** _____

Based upon department faculty review on _____(date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s): Wendy Samuels

Proposal Contact: Wendy Samuels Date Sent: 8/13/2013

Department: Social Sciences Campus Address: 2108 B
(Please type)

Responding Department: Psychology

Administrator: _____ Date Received: _____ Date Returned: _____

Based upon department faculty review on 8/21 (date), we



- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

The psychology unit supports this.

Master of
Social Work
FERRIS STATE UNIVERSITY

Program Coordinator: Dr. Wendy Samuels

Office: ASC 2108-B

Phone: 231-591-5896

EMAIL: samuelsw@ferris.edu

Admission Requirements for Foundation Year: Bachelor's Degree from an accredited college or university. Applicants must have an undergraduate degree that includes a clear liberal arts base with a firm foundation in the social sciences; political science, humanities and the sciences.

3.0 overall undergraduate GPA

Graduation Requirements:

1. 3.0 GPA in all courses
2. Minimum 71 credits
3. Completion of all required courses listed

Admission Requirements for Advanced Standing: Bachelor's in Social Work from a CSWE Accredited social work program.

3.2 overall undergraduate GPA

3.0 or better on all undergraduate social work courses

Graduation Requirements:

1. 3.0 GPA in all courses
2. Minimum 40 credits
3. Completion of all required courses listed

Program Requirements:

Foundation Year	31 CR	Course Title (and Pre-requisites)	FSU SH	Grade
SCWK	501	SCWK Practice Orientation	1	
SCWK	510	Policy Analysis & Advocacy (SCWK 501)	3	
SCWK	520	Generalist Macro Practice (SCWK 501)	3	
SCWK	530	Generalist Micro Practice (SCWK 501)	4	
SCWK	540	Human Behavior/Social Environ (SCWK 501)	3	
SCWK	550	Research Methods (SCWK 501)	3	
SCWK	560	Diversity & Social Justice (SCWK 501)	3	
SCWK	591	Field Practicum I (SCWK 501)	5	
SCWK	592	Field Practicum II (SCWK 501 and SCWK 591)	6	
Advanced Year	40 CR			
SCWK	610	Advanced Policy & Advocacy (Advanced Standing or Foundation Year)	3	
SCWK	620	Advanced Group Practice (Advanced Standing or Foundation Year)	3	
SCWK	630	Advanced Micro Practice (Advanced Standing or Foundation Year)	4	
SCWK	650	Applied Social Work Research (Advanced Standing or Foundation Year)	3	
SCWK	660	Clinical Assessment and Diagnosis (Advanced Standing or Foundation Year)	3	
SCWK	680	Leadership and Supervision (Advanced Standing or Foundation Year)	3	
SCWK	691	Advanced Field Practicum I (Advanced Standing or Foundation Year)	4	
SCWK	692	Advanced Field Practicum II (SCWK 691)	4	
SCWK	693	Advanced Field Practicum III (SCWK 692)	4	
SCWK	699	Social Work Capstone Project (SCWK 650, Advanced Standing or Foundation Year)	4	
SCWK	---	Electives to Total 71 Credits		

Sample Course Sequence:

FOUNDATION YEAR (31 credit foundation year)

CR	Summer	CR	Fall	CR	Spring
1	SCWK Practice Orientation	3	Research Methods SCWK 550	3	Diversity & Social Justice SCWK 560
		3	Human Behavior/Social Environ SCWK 540	3	Policy Analysis & Advocacy SCWK 510
		4	Generalist Micro Practice SCWK 530	3	Generalist Macro Practice SCWK 520
		5	Field Practicum I 200 hours: 190 in field; 10 in seminar SCWK 591	6	Field Practicum II 240 hours: 230 in field; 10 in seminar SCWK 592
1		15		15	

ADVANCED YEAR (40 credits)

CR	Summer	CR	Fall	CR	Spring
1	Social Work Practice Orientation (students out of school more than 3 years only) SCWK 501	3	Advanced Group Practice SCWK 620	4	Social Work Capstone Project SCWK 699
4	Advanced Micro Practice SCWK 620	3	Clinical Assessment/Diagnosis SCWK 660	3	Advanced Policy and Advocacy SCWK 610
4	Advanced Field Practicum I SCWK 691 160 hours: 150 in field; 10 seminar	3	Applied Social Work Research SCWK 650	3	Leadership and Supervision SCWK 680
3/6	Electives	4	Advanced Field Practicum II SCWK 692 160 hours: 150 in field; 10 seminar	4	Advanced Field Practicum II SCWK 692 160 hours: 150 in field; 10 seminar
		2/3	Electives	1/2	Electives
8/15	7 to 15 (depending on orientation class and electives)	15/16		15/16	

**FERRIS STATE UNIVERSITY
 MASTER OF SOCIAL WORK
 CURRICULUM PLAN
 AUGUST 2013**

Course Number	Course Name	Total Credits	Pre-requisites	Semester Offered
FOUNDATION YEAR		31 Total Credits		
SCWK 501	SCWK Practice Orientation	1 cr	Bachelor's Degree	Summer
SCWK 510	Policy Analysis & Advocacy	3 cr	Bachelor's Degree SCWK 501	Spring
SCWK 520	Generalist Macro Practice	3 cr	Bachelor's Degree SCWK 501	Spring
SCWK 530	Generalist Micro Practice	4 cr	Bachelor's Degree SCWK 501	Fall
SCWK 540	Human Behavior/Social Environ	3 cr	Bachelor's Degree SCWK 501	Fall
SCWK 550	Research Methods	3 cr	Bachelor's Degree SCWK 501	Fall
SCWK 560	Diversity & Social Justice	3 cr	Bachelor's Degree SCWK 501	Spring
SCWK 591	Field Practicum I	5 cr	Bachelor's Degree SCWK 501	Fall
SCWK 592	Field Practicum II	6 cr	Bachelor's Degree SCWK 501 SCWK 592	Spring
ADVANCED YEAR		40 Total Credits		
SCWK 610	Advanced Policy & Advocacy	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Spring
SCWK 620	Advanced Group Practice	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Fall
SCWK 630	Advanced Micro Practice	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Summer

SCWK 650	Applied Social Work Research	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Fall
SCWK 660	Clinical Assessment/ Diagnosis	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Fall
SCWK 680	Leadership and Supervision	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Spring
SCWK 691	Advanced Field Practicum I	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Summer
SCWK 692	Advanced Field Practicum II	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion SCWK 691	Fall
SCWK 693	Advanced Field Practicum III	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion SCWK 692	Spring
SCWK 699	Social Work Capstone Project	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion SCWK 650	Spring
SCWK---	ELECTIVES (BEING DEVELOPED) – ELECTIVES TO BE TAKEN TO ACHIEVE A TOTAL OF 71 CREDITS FOR FOUNDATION STUDENTS AND 40 CREDITS FOR ADVANCED STANDING STUDENTS			

FOUNDATION YEAR (31 credit foundation year)

CR	Summer	CR	Fall	CR	Spring
1	SCWK Practice Orientation	3	Research Methods SCWK 550	3	Diversity & Social Justice SCWK 560
		3	Human Behavior/Social Environ SCWK 540	3	Policy Analysis & Advocacy SCWK 510
		4	Generalist Micro Practice SCWK 530	3	Generalist Macro Practice SCWK 520
		5	Field Practicum I 200 hours: 190 in field; 10 in seminar SCWK 591	6	Field Practicum II 240 hours: 230 in field; 10 in seminar SCWK 592
1		15		15	

ADVANCED YEAR (40 credits)

CR	Summer	CR	Fall	CR	Spring
1	Social Work Practice Orientation (students out of school more than 3 years only) SCWK 501	3	Advanced Group Practice SCWK 620	4	Social Work Capstone Project SCWK 699
4	Advanced Micro Practice SCWK 620	3	Clinical Assessment/Diagnosis SCWK 660	3	Advanced Policy and Advocacy SCWK 610
4	Advanced Field Practicum I SCWK 691 160 hours: 150 in field; 10 seminar	3	Applied Social Work Research SCWK 650	3	Leadership and Supervision SCWK 680
3/6	Electives	4	Advanced Field Practicum II SCWK 692 160 hours: 150 in field; 10 seminar	4	Advanced Field Practicum II SCWK 692 160 hours: 150 in field; 10 seminar
		2/3	Electives	1/2	Electives
8/15	7 to 15 (depending on orientation class and electives)	15/16		15/16	

Ferris State University Master of Social Work Admission Policy

Admissions Process and Requirements:

All applicants should follow the following process and meet the described requirements.

1. Applicants should obtain an application packet from the MSW program.
2. Applicants must have a Bachelor's Degree from an accredited college or university. **(To apply for Advanced Standing the candidate must have a BSW from a CSWE accredited program.)**
3. Applicants must have an undergraduate degree that included a clear liberal arts base and a firm foundation in the social sciences, government, and human biology. (Applicants should identify their social science, government and human biology courses. Students who do not meet this requirement may be accepted into the program but will be required to take courses to meet these requirements prior to entry into the program.)
4. Successful applicants will generally have a 3.0 overall undergraduate G.P.A. **For advanced standing candidates, the applicant should also have a 3.2 social work GPA and a B or better in all required social work courses at the baccalaureate level.** In extraordinary circumstances these requirements can be waived by the MSW Admission Committee. If applicants have not achieved a B grade in social work courses, they may be provisionally admitted and required to take the foundation course that would cover that course content.
5. Applicants need to have three letters of reference completed, including one academic reference. **Advanced Standing applicants need to have one of their letters of reference from their BSW Program Director. A letter from their Field Placement Supervisor is highly recommended.**
6. Applicants need to complete a personal statement that describes:
 - reason for interest in entering the field of social work;
 - assessment of personal strengths and limitations;
 - examination of life experiences and relationship of these experiences to career choice. Discuss here evidence of your commitment to aiding people who are oppressed and/or members of vulnerable populations (good examples are prior work, civic or volunteer experiences); and
 - assessment of personal values and congruence of these beliefs with the profession's value system.

The personal statement will be evaluated regarding the above material and also will be considered a writing sample to evaluate your ability to express yourself in written form. Applicants who believe that they have extraordinary circumstances regarding the GPA requirements should include their rationale for this in their personal statement.

Though human services experience is not required, applicants are strongly encouraged to describe any prior volunteer or work experience in their personal statement. Professional experience is viewed positively and considered when making decisions regarding waiving GPA and standardized test requirements.

Application Deadlines:

The closing date for receipt of all admission materials is February 1. Applicants whose admission files are not completed by February 1 may not be considered for the academic year which begins the following September. Normally, four to six weeks are required for the Department of Social Work to receive transcripts; applicants should therefore make every effort to ensure that all relevant documents are requested well before the deadline date. The Department of Social Work reserves the right to change the closing date for the receipt of application materials. Notice of any deadline extension will be posted on the program's website.

Notification of Acceptance:

Notice of acceptance will occur on or about April 15 for study beginning in the summer semester (there are no midyear admissions). Within ten days of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be mailed or emailed to the Program Director. Failure to confirm their intention within this timeframe will result in that prospective student's place being awarded to another applicant.

Applicants should identify their social science, government and human biology courses. Students who do not meet this requirement may be accepted into the program but will be required to take courses to meet these requirements prior to entry into the program.

MSW Admission Committee:

It is the policy of Ferris State University that all graduate admissions are reviewed by the specific program. All academic admissions will be reviewed by the MSW Social Work Admission and Academic Standing Committee. This committee is comprised of three social work faculty, including the MSW Program Coordinator and the Social Work Program Director. Criteria used in weighing each application include: undergraduate grade point average, professional training, references, and the individual's narrative statement.

The college and the social work program maintain and promote a policy of nondiscrimination against any person on the basis of race, gender, age, creed, ethnic or national origin, disability, political orientation, veteran status, marital status, or sexual orientation.

MSW SOCIAL WORK PROGRAM ASSESSMENT PLAN

August 2013

NOTE: Practice Behaviors with * are Advanced Practice Behaviors**

<p>EP2.2.1: Practice Competency 1: Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission and its core values. They know the professions history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</p>	
Operationalized Practice Behaviors	Assessment Measure Benchmark
<p>1.1 Demonstrates the ability to advocate for client access to social work services</p>	<p>1. Field evaluation, 1.1 <i>(95% of students will score “meets” or better)</i></p> <p>2. Policy Advocacy Project (SCWK 610) <i>(90% of students will achieve a B or above)</i></p>
<p>1.2 Practices personal reflection and self- correction to assure continual professional development</p>	<p>1. Field evaluation 1.2 <i>(95% of students will score “meets” or better)</i></p> <p>2. Self -Analysis Paper (SCWK 530) <i>(90% of students will pass the self- analysis paper with a B or above)</i></p> <p>3. Group Simulation Analysis (SCWK 620) <i>(90% of students will pass the Group Analysis Paper with a B or above)</i></p>
<p>1.3 Demonstrates ability to set and adhere to professional boundaries</p>	<p>1. Field evaluation 1.3 <i>(95% of students will score “meets” or better)</i></p> <p>2. Group Simulation Analysis (SCWK 620) <i>(90% of students will pass the Group Analysis Paper with a B or above)</i></p>

<p>1.4 Demonstrates professional demeanor in behavior, appearance and communication.</p>	<p>2. Field Evaluation 1.4 (95% of students will score "meets" or better) 2. Capstone Project Presentation (SCWK 699) (90% of students will pass the Capstone Project with a B or above)</p>
<p>1.5 Demonstrates the ability to utilize supervision and consultation effectively. **with emphasis on secondary traumatic stress and trauma triggers</p>	<p>1. Field Evaluation 1.5 (95% of students will score "meets" or better) 2. Capstone Project (SCWK 699) (90% of students will pass the Capstone Project with a B or above)</p>
<p>1.6 Engages in career long learning.</p>	<p>1. Field Evaluation 1.6 (95% of students will score "meets" or better) 2. SCWK 540 Research Paper (90% of students will achieve a C or better on the research paper) 3. Capstone Project (SCWK 699) (90% of students will pass the Capstone Project with a B or above)</p>
<p>1.7 *** Readily identify as social work professionals</p>	<p>1. Field Evaluation 1.7 (95% of students will score "meets" or better) 2. Capstone Project (SCWK 699) (90% of students will pass the Capstone Project with a B or above)</p>
<p>1.8 *** Demonstrate professional use of self with clients</p>	<p>1. Field Evaluation 1.8 (95% of students will score "meets" or better) 2. Role Play Interviews (SCWK 630) (90% of students will effectively use professional use of self in interviews)</p>
<p>1.9 *** Understand and identify professional strengths, limitations and challenges</p>	<p>1. Field Evaluation 1.9 (95% of students will score "meets" or better)</p>

	<p>2. Organizational Simulation (SCWK 680)</p> <p><i>(95% of students will pass the organizational simulation with a B or above)</i></p>
<p>1.10 *** Develop, manage and maintain therapeutic relationships with client within the person in environment and strengths perspective with trauma focused perspective</p>	<p>1. Field Evaluation 1.10 <i>(95% of students will score "meets" or better)</i></p> <p>2. Role Plays (SCWK 630) <i>(90% of students will perform an effective interview with a B or above)</i></p>
<p>Practice Competency #2: Apply social work ethical principles to guide professional practice Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p>	
<p>Operationalized Practice Behavior</p>	<p>Assessment Measure</p>
<p>2.1 Demonstrates knowledge of the NASW Code of Ethics.</p>	<p>1. Field Evaluation 2.1 <i>(95% of students will score "meets" or better)</i></p>
<p>2.2 Abides by the ethical standards of the profession.</p>	<p>1. Field Evaluation 2.2 <i>(95% of students will score "meets" or better)</i></p>
<p>2.3 Demonstrates ability to utilize the Code of Ethics to guide ethical reasoning.</p>	<p>1. Field Evaluation 2.3 <i>(95% of students will score "meets" or better)</i></p>
<p>2.4 Recognizes and manages personal values to be consistent with the Code of Ethics</p>	<p>1. Field Evaluation 2.4 <i>(95% of students will score "meets" or better)</i></p>

<p>2.5 ***Tolerate ambiguity in resolving ethical conflicts and apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>1. Field Evaluation 2.5 (95% of students will score "meets" or better)</p>
<p>2.6*** Apply ethical decision making skills to issues specific to clinical social work</p>	<p>1. Field Evaluation 2.6 (95% of students will score "meets" or better)</p>
<p>2.7*** Identify and use knowledge of relationship dynamics, including power differentials</p>	<p>1. Field Evaluation 2.7 (95% of students will score "meets" or better) 2. Policy Advocacy Project (SCWK 610) (90% of students will pass the project with a B or above)</p>
<p>2.8*** Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well being</p>	<p>1. Field Evaluation 2.8 (95% of students will score "meets" or better) 2. Group Simulation Reflection (SCWK 620) (90% of students will achieve a B or above)</p>
<p>Practice Competency #3: Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p>	
<p>Operationalized Practice Behavior</p>	
<p>Assessment Measure</p> <p>3.1 Demonstrates effective problem solving and critical thinking skills</p> <p>1. Field Evaluation 3.1 (95% of students will score "meets" or better) 2. Community Intervention Project (SCWK 520) (90% of students will achieve a B or above)</p>	

<p>3.2 Demonstrates skill at integrating multiple sources of knowledge, including research findings</p>	<p>1. Field Evaluation 3.2 <i>(95% of students will score "meets" or better)</i> 2. Community Intervention Project (SCWK 520) <i>(90% of students will achieve a B or above)</i></p>
<p>3.3 Demonstrates the ability to analyze models of assessment, prevention, intervention and evaluation.</p>	<p>1. Field Evaluation 3.3 <i>(95% of students will score "meets" or better)</i> 2. Case Study Presentation (SCWK 592) <i>(90% of students will achieve a B or above)</i> 3. Clinical Case Discussion (SCWK 630) <i>(90% of students will achieve a B or above)</i></p>
<p>3.4 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, and communities.</p>	<p>1. Field Evaluation 3.4 <i>(95% of students will score "meets" or better)</i> 2. Community Intervention Project (SCWK 520) <i>(90% of students will achieve a B or above)</i></p>
<p>3.5 *** Engage in Reflective Practice</p>	<p>1. Field Evaluation 3.5 <i>(95% of students will score "meets" or better)</i> 2. Group Simulation Reflection (SCWK 620) <i>(90% of students will achieve a B or above)</i></p>
<p>3.6 *** Identify and articulate client's strengths, vulnerabilities and trauma triggers</p>	<p>1. Field Evaluation 3.6 <i>(95% of students will score "meets" or better)</i> 2. Clinical Case Discussion (SCWK 630) <i>(90% of students will achieve a B or above)</i></p>

<p>3.7 ***Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention and practice evaluation tools</p>	<p>1. Field Evaluation 3.7 <i>(95% of students will score "meets" or better)</i></p> <p>2. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p> <p>3. Psychosocial Assessment (SCWK 660) <i>(90% of students will achieve a B or above)</i></p>
<p>3.8 ***Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations</p>	<p>1. Field Evaluation 3.8 <i>(95% of students will score "meets" or better)</i></p> <p>2. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>3.9***Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats</p>	<p>1. Field Evaluation 3.5 <i>(95% of students will score "meets" or better)</i></p> <p>2. Capstone Project (SCWK 699) <i>(90% of students will achieve a B or above)</i></p>
<p>Practice Competency #4: Engage diversity and difference in practice</p> <p>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim. Social workers recognize the extent to which a cultures structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; recognize and communicate their understanding of the importance of difference in shaping life experiences; and view themselves as learners and engage those with whom they work as informants.</p>	

Operationalized Practice Behavior	Assessment Measures
<p>4.1 Demonstrates knowledge and respect for diversity (eg class, culture, disability, ethnicity, gender, immigration status, political ideology, religion and sexual orientation and expression).</p>	<p>1. Field Evaluation 4.1 <i>(95% of students will score "meets" or better)</i></p> <p>2. Diversity Group Presentation <i>(90% of students will achieve a B or above)</i></p>
<p>4.2 Treats all clients with dignity and respect</p>	<p>1. Field Evaluation 4.2 <i>(95% of students will score "meets" or better)</i></p> <p>2. Diversity Reflection Paper (SCWK 560) <i>(90% of students will achieve a B or above)</i></p>
<p>4.3 Recognizes the extent to which social structure and values may oppress, marginalize, alienate, or enhance privilege and power.</p>	<p>1. Field Evaluation 4.3 <i>(95% of students will score "meets" or better)</i></p> <p>2. Policy Advocacy Paper (SCWK 610) <i>(90% of students will achieve a B or above)</i></p>
<p>4.4 Identifies self as a learner and engages with those whom they work as educators</p>	<p>1. Field Evaluation 4.4 <i>(95% of students will score "meets" or better)</i></p> <p>2. Cultural Competence Presentation (SCWK 560) <i>(90% of students will achieve a B or above)</i></p>
<p>4.5 Demonstrates self-awareness to eliminate influence of personal biases and values in working with diverse groups</p>	<p>1. Field Evaluation 4.5 <i>(90% of students will achieve a B or above)</i></p> <p>2. Diversity Reflection Paper (SCWK 560) <i>(95% of students will score "meets" or better)</i></p>

<p>4.6***Research and apply knowledge of diverse populations to enhance client well-being</p>	<p>1. Field Evaluation 4.6 <i>(95% of students will score "meets" or better)</i></p> <p>2. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>4.7***Work effectively with diverse populations</p>	<p>1. Field Evaluation 4.7 <i>(95% of students will score "meets" or better)</i></p> <p>2. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>4.8***Identify and use practitioner/client differences from a strengths and trauma informed perspective</p>	<p>1. Field Evaluation 4.8 <i>(95% of students will score "meets" or better)</i></p> <p>2. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>4.9***Demonstrate knowledge of historical trauma and impact on diverse populations</p>	<p>1. Field Evaluation 4.9 <i>(95% of students will score "meets" or better)</i></p> <p>2. Diversity Group Presentation (SCWK 560)</p> <p>3. Group Simulation Reflection (SCWK 620) <i>(90% of students will achieve a B or above)</i></p>
<p>Practice Competency #5 : Advance human rights and social and economic justice</p> <p>Each person, regardless of position in society has basic human rights such as freedom, safety, privacy, and adequate standard of living, health care and education. Social workers recognize the global interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure</p>	

that these basic human rights are distributed equitably and without prejudice.

Operationalized Practice Behavior	Assessment Measures
5.1 Recognizes that each person, regardless of position in society, has basic human rights	1. Field Evaluation 5.1 <i>(95% of students will score "meets" or better)</i> 2. Policy Advocacy Paper (SCWK 610) <i>(90% of students will achieve a B or above)</i>
5.2 Recognizes the global interconnections of oppression and promotes human and civil rights	1. Field Evaluation 5.2 <i>(95% of students will score "meets" or better)</i> 2. Policy Advocacy Paper (SCWK 610) <i>(90% of students will achieve a B or above)</i>
5.3 Recognizes oppression and discrimination and their harmful effects	1. Field Evaluation 5.3 <i>(95% of students will score "meets" or better)</i> 2. Policy Advocacy Paper (SCWK 610) <i>(90% of students will achieve a B or above)</i>
5.4 Demonstrates skill in advocating for human rights and social and economic justice	1. Field Evaluation 5.4 <i>(95% of students will score "meets" or better)</i> 2. Policy Advocacy Paper (SCWK 610) <i>(90% of students will achieve a B or above)</i>

<p>5.5 ***Use knowledge of the effects of oppression, discrimination and historical trauma on client and client systems to guide treatment planning and intervention</p>	<p>1. Field Evaluation 5.5 <i>(95% of students will score "meets" or better)</i></p> <p>2. Policy Advocacy Paper (SCWK 610) <i>(90% of students will achieve a B or above)</i></p>
<p>Practice Competency #6: Engage in research-informed practice and practice informed research Social workers use practice experience to inform research, employ evidence based interventions, evaluate their own practice and use research findings to improve practice, policy and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge</p>	
<p>Operationalized Practice Behavior</p>	
<p>6.1 Demonstrates the ability to use practice experience for research purposes</p>	<p>1. Field Evaluation 6.1 <i>(95% of students will score "meets" or better)</i></p> <p>2. Research Proposal (SCWK 650) <i>(90% of students will achieve a B or above)</i></p>
<p>6.2 Demonstrates the ability to utilize research findings to improve practice, policy and social service delivery</p>	<p>1. Field Evaluation 6.2 <i>(95% of students will score "meets" or better)</i></p> <p>2. Research Proposal (SCWK 650) <i>(90% of students will achieve a B or above)</i></p>
<p>6.3 ***Use evidenced based practice process in clinical assessment and intervention with clients</p>	<p>1. Field Evaluation 6.3 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630) <i>(90% of students will achieve a B or above)</i></p>

<p>6.4 **Participate in the generation of new clinical knowledge with respect to trauma through research and practice</p>	<p>1. Field Evaluation 6.4 <i>(95% of students will score "meets" or better)</i></p> <p>2. Capstone Project (SCWK 699) <i>(90% of students will achieve a B or above)</i></p>
<p>6.4 ***Use research methodology to evaluate clinical practice effectiveness and/or outcomes</p>	<p>1. Field Evaluation 6.5 <i>(95% of students will score "meets" or better)</i></p> <p>2. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>Practice Competency #7: Apply knowledge of human behavior and the social environment Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological and spiritual development.</p>	
<p>Operationalized Practice Behavior</p>	
<p>7.1 Demonstrates knowledge about human behavior across the life span</p>	<p>Assessment Measures</p> <p>1. Field Evaluation 7.1 <i>(95% of students will score "meets" or better)</i></p> <p>2. Research Paper (SCWK 540) <i>(90% of students will achieve a B or above)</i></p>
<p>7.2 Demonstrates knowledge about the range of social systems in which people live and how social systems affect client health and well-being (Person in Environment)</p>	<p>1. Field Evaluation 7.2 <i>(95% of students will score "meets" or better)</i></p> <p>2. Policy Advocacy Paper (SCWK 610) <i>(90% of students will achieve a B or above)</i></p>

<p>7.3 Demonstrates the ability to utilize theoretical frameworks to guide the processes of assessment, intervention and evaluation.</p>	<p>1. Field Evaluation 7.3 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630) <i>(90% of students will achieve a B or above)</i></p>
<p>7.4 ***Critique and apply knowledge to understand person and environment</p>	<p>1. Field Evaluation 7.4 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630) <i>(90% of students will achieve a B or above)</i></p>
<p>7.5 ***Synthesize and differentially apply theories of human behavior in the social environment utilizing a trauma informed care perspective to guide clinical practice</p>	<p>1. Field Evaluation 7.5 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630) <i>(90% of students will achieve a B or above)</i></p>
<p>7.6 ***Use bio-psycho-social-spiritual theories, trauma informed care perspective and multi-axial diagnostic classification systems in formulation of comprehensive assessments</p>	<p>1. Field Evaluation 7.6 <i>(95% of students will score "meets" or better)</i></p> <p>2. Psychosocial Assessment (SCWK 660) <i>(90% of students will achieve a B or above)</i></p>
<p>Practice Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they engage actively in policy practice. Social workers know the history of current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>	

Operationalized Practice Behavior	Assessment Measures
8.1 Analyze and advocate for policies that advance social well being	1. Field Evaluation 8.1 <i>(95% of students will score "meets" or better)</i> 2. Agency Policy Analysis (SCWK 610) <i>(90% of students will achieve a B or above)</i>
8.2 Demonstrates skill in collaborating with colleagues and clients for effective policy action	1. Field Evaluation 8.2 <i>(95% of students will score "meets" or better)</i> 2. Policy Advocacy Project (SCWK 610) <i>(90% of students will achieve a B or above)</i>
8.3 ***Communicate to stakeholders the implications of policies and policy change in the lives of clients.	1. Field Evaluation 8.3 <i>(90% of students will achieve a B or above)</i> 2. Policy Advocacy Project (SCWK 610) <i>(95% of students will score "meets" or better)</i>
8.4 ***Use evidence based practice and practice based evidence in advocacy for policies that advance social and economic well being	1. Field Evaluation 8.4 <i>(95% of students will score "meets" or better)</i> 2. Policy Advocacy Project (SCWK 610) <i>(90% of students will achieve a B or above)</i>
8.5 ***Advocate with and inform administrators and legislators to influence policies that will affect clients and services	1. Field Evaluation 8.5 <i>(95% of students will score "meets" or better)</i> 2. Policy Advocacy Project (SCWK 610) <i>(95% of students will score "meets" or better)</i>

		(90% of students will achieve a B or above)
<p>Practice Competency #9: Respond to context that shape practice Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social worker recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.</p>		
Operationalized Practice Behavior		Assessment Measures
9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		1. Field Evaluation 9.1 (95% of students will score "meets" or better) 2. Organizational Simulation (SCWK 680) (90% of students will achieve a B or above)
9.2 ***Demonstrates leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		1. Field Evaluation 9.2 (95% of students will score "meets" or better) 2. Policy Advocacy Project (SCWK 610) (90% of students will achieve a B or above)
9.3***Assess the quality of client's interactions within their social contexts while understanding the role of traumatic experiences.		1. Field Evaluation 9.3 (9/90% of students will achieve a B or above) 2. Clinical Papers 1 & 2 (SCWK 630) 5% of students will score "meets" or better)
9.4 ***Develop intervention plans to accomplish systemic change		1. Field Evaluation 9.4 (95% of students will score "meets" or better)

	<p>2. Clinical Papers 1 & 2 (SCWK 630) <i>(90% of students will achieve a B or above)</i></p> <p>3. Group Simulation (SCWK 620) <i>(90% of students will achieve a B or above)</i></p>
<p>9.5 ***Work collaboratively with others to effect change that is sustainable.</p>	<p>1. Field Evaluation 9.5 <i>(95% of students will score "meets" or better)</i></p> <p>2. Policy Advocacy Project (SCWK 610) <i>(90% of students will achieve a B or above)</i></p>
<p>Practice Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (Planned Change Model)</p> <p>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>	
<p>Operationalized Practice Behavior</p>	
<p>Assessment Measures</p>	
<p>INTAKE AND ENGAGEMENT:</p> <p>10.1 Demonstrates ability to engage effectively (preparing for action, using empathy, developing mutually agreed upon focus for work) with individuals and families</p>	<p>1. Field Evaluation 10.1 <i>(95% of students will score "meets" or better)</i></p> <p>2. DAC Assessment (SCWK 530) <i>(90% of students will achieve a B or above)</i></p>
<p>10.2 ***Develop culturally responsive therapeutic relationships</p>	<p>1. Field Evaluation 10.2 <i>(95% of students will score "meets" or better)</i></p> <p>2. Role Plays (SCWK 630)</p>

<p>10.3 ***Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</p> <p>10.4 ***Establish a relationship based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes</p>	<p>3. Group Simulation (SCWK 320) <i>(90% of students will achieve a B or above)</i></p> <p>1. Field Evaluation 10.3 <i>(95% of students will score "meets" or better)</i></p> <p>2. Role Plays (SCWK 630)</p> <p>3. Group Simulation (SCWK 320) <i>(90% of students will achieve a B or above)</i></p> <p>1. Field Evaluation 10.4 <i>(95% of students will score "meets" or better)</i></p> <p>2. Role Plays (SCWK 630)</p> <p>3. Group Simulation (SCWK 620) <i>(90% of students will achieve a B or above)</i></p>
<p>DATA COLLECTION AND ASSESSMENT:</p> <p>10.5 Assess through collection, organization and interpretation of data, assess strengths and limitations, and select appropriate intervention strategies with individuals, families, groups, organizations and communities.</p>	<p>1. Field Evaluation 10.5 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.6 ***Use multidimensional bio-psycho-social-spiritual and trauma assessment tools.</p>	<p>1. Field Evaluation 10.6 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>

<p>10.7 ***Assess client's readiness for change</p>	<p>1. Field Evaluation 10.7 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.8 ***Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances and events</p>	<p>1. Field Evaluation 10.8 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.9 ***Use differential and multi-axial diagnoses</p>	<p>1. Field Evaluation 10.9 <i>(95% of students will score "meets" or better)</i></p> <p>2. Psychosocial Assessment (SCWK 660) <i>(90% of students will achieve a B or above)</i></p>
<p>PLANNING AND CONTRACTING: 10.10 Effectively develop treatment goals with clients</p>	<p>1. Field Evaluation 10.10 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 & 2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>

<p>10.11 Identify, analyze and implement evidence based interventions designed to achieve client goals</p>	<p>1. Field Evaluation 10.11 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.12 *** Select and modify appropriate best practice intervention strategies based on continuous clinical assessment</p>	<p>1. Field Evaluation 10.12 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.13*** Demonstrate sensitivity to trauma experiences and the role of trauma when implementing treatment plans, goals and objectives</p>	<p>1. Field Evaluation 10.13 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.14*** Implement prevention interventions that enhance client capacities</p>	<p>1. Field Evaluation 10.14 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>

<p>INTERVENTION and MONITORING:</p> <p>10.15 Intervene (initiate actions to achieve goals, implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients) with individuals and families, groups, organizations and communities.</p>	<p>1. Field Evaluation 10.15 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.16*** Help clients resolve problems</p>	<p>1. Field Evaluation 10.15 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.17*** Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed and trauma focused as needed</p>	<p>1. Field Evaluation 10.17 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.18*** Collaborate with other professionals to coordinate treatment interventions</p>	<p>1. Field Evaluation 10.18 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>

<p>10.19***Negotiate, mediate and advocate for clients</p>	<p>1. Field Evaluation 10.19 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>TERMINATION AND EVALUATION:</p> <p>10.20 Recognizes the psychological and social significance of separation and demonstrates competence in terminating services with clients.</p>	<p>1. Field Evaluation 10.20 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.21*** Use clinical evaluation of the process and outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions and traumatic experiences</p>	<p>1. Field Evaluation 10.21 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>
<p>10.22 *** Facilitate transitions and endings</p>	<p>1. Field Evaluation 10.22 <i>(95% of students will score "meets" or better)</i></p> <p>2. Clinical Papers 1 &2 (SCWK 630)</p> <p>3. Group Simulation (SCWK 620)</p> <p>4. Case Presentation (SCWK 693) <i>(90% of students will achieve a B or above)</i></p>

<p>10.23 *** Contribute to the theoretical knowledge base of the social work profession through practice based research</p>	<p>1. Field Evaluation 10.23 (95% of students will score "meets" or better) 2. Capstone Project (SCWK 699) (90% of students will achieve a B or above)</p>
<p>POLITICAL ADVOCACY AND COMMUNITY ORGANIZATION 10.24 Promote social and economic justice causes</p>	<p>1. Field Evaluation 10.24 (95% of students will score "meets" or better) 2. Political Advocacy Project (SCWK 610) (90% of students will achieve a B or above)</p>
<p>10.25*** Engage in political processes that affect client well being</p>	<p>1. Field Evaluation 10.25 (95% of students will score "meets" or better) 2. Political Advocacy Project (SCWK 610) (90% of students will achieve a B or above)</p>
<p>10.26 *** Understand how traumatic experiences can ignite the political process and affect policy and/or community changes</p>	<p>1. Field Evaluation 10.26 (95% of students will score "meets" or better) 2. Political Advocacy Project (SCWK 610) (90% of students will achieve a B or above)</p>

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current) Number (current) LEC ___ LAB ___ SEM ___ (current)
 (proposed) SCWK (proposed) 501 (Enter Contact Hours per week)
 Title (current) LEC _1_ LAB ___ SEM ___ (proposed):
 (proposed) SCWK Practice Orientation

Credit Hours (current) Prerequisites (current) Co-requisite (current)
 (proposed) 1 (proposed) Bachelor's Degree (proposed)

Course Description (current): (125 words maximum)

(proposed): SCWK 501: This course is required for both Foundation and Advanced Standing students (who have been out of school 3 years) as a bridge that allows students to be fully ready to enter their MSW education. This course focuses on the core knowledge, values and skills that form the foundation of generalist practice. For Foundation students, the course is an orientation to the profession. For Advanced Standing students, the course is a refresher of their BSW education. The course is taught in an intensive two day format. (1 cr.)

Course Outcomes and Assessment Plan (current)

(proposed): Course Outcomes:

At the successful conclusion of this course, students will be able to:

LEARNING OUTCOMES	ASSESSMENT OF OUTCOME
Demonstrate a working knowledge of generalist social work practice Practice Behaviors 1.1, 7.1, 7.2, 9.1, Practice Competency #10	Case Studies Self- Awareness Exercises
Demonstrate an understanding of the NASW Code of Ethics and the values and ethics of the social work profession Practice behaviors 2.1, 2.2	Case Studies Self- Awareness Exercises
Identify the participants in the social work process, including the impact that issues of diversity and oppression have on the participants Practice Behaviors 4.1, 4.2, 4.3	Case Studies Self- Awareness Exercises
Demonstrate a working knowledge of the planned change model	Assessment and Treatment Plan

Practice Competency #10	
Demonstrate the ability to write a process recording for the case record Practice Behavior 3.4	Process Recording
Demonstrate the skills to conduct an initial one on one interview Practice Behaviors 3.4, 9.1	Assessment and Treatment Plan
Demonstrate initial skills for making ethical decisions utilizing critical thinking Practice Behaviors 2.4, 3.1	Case Studies Self- Awareness Exercises
Demonstrate the ability to complete a thorough psych-social assessment and treatment plan, termination and evaluation of intervention Practice Behaviors 10.1, 10.5, 10.10, 10.11, 10.20	Assessment and Treatment Plan
Demonstrate an understanding of the importance of self-awareness and reflection in social work practice Practice Behaviors 1.2, 1.9, 2.7, 3.5, 4.5	Case Studies Self- Awareness Exercises
10. Demonstrate a basic understanding of the importance of working toward human rights and social and economic justice Practice Behaviors 5.1, 5.2, 5.3, 10.24	Case Studies

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

(proposed)

Day 1: Early in the Semester (8 hours)

1. *Introduction to Generalist Practice and the Strengths Perspective*
2. *Values and Ethics, Advancing Human Rights and Social Justice*
3. *The Planned Change Model*
4. *Basic Interviewing Skills 1*
5. *Professional Use of Self and Self- Awareness*

Day 2: Later in the Semester (8 hours)

5. *Diversity-Sensitive Practice & The Ethnic Sensitive Practice Model*
6. *Critical Thinking*
7. *Evidence-Based Practice*
8. *Basic Interviewing Skills 2*
9. *Termination and Evaluation and class wrap up*

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 510

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC 2 LAB ___ SEM ___(proposed):

Title (current)

(proposed) Policy Analysis and Advocacy

Credit Hours (current)

(proposed) 3

Prerequisites (current)

(proposed)

Co-requisite (current)

(proposed)

Course Description (current): (125 words maximum)

(proposed):

Course Catalogue Description:

SCWK 510: This course is a foundation MSW course. The course emphasizes the history of social welfare policies and the role they play at present time. Student will utilize frameworks for analyzing social and economic policies as they relate to social welfare. Preparation for roles not only as service providers within existing policies but also as participants in efforts to change policy will be discussed. The class will also have an emphasis on values underlying the social welfare system, particularly the principles of social and economic justice.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment
1. Analyze the impact of policy implementation on their own social work practice and professional development Practice Behaviors 2.8, 3.5, 5.5, 9.1	Values Analysis Paper
2. Describe how political ideologies and social values impact policy advocacy and implementation Practice Behaviors 8.3, 9.1	Political Advocacy Project Policy Proposal/Amendment Paper
3. Recognize and manage personal values in a way that allowed professional values to guide practice in analyzing and developing policies. Practice Behaviors 1.9, 2.3, 2.4, 3.5	Values Analysis Paper Class Discussion
4. Describe the rationale for policy advocacy by social workers in all areas of social work practice Practice Behaviors 8.1, 8.4	Class Discussion Values Analysis Paper
5. Analyze the impact of policy implementation on the promotion of social and economic justice with special emphasis on vulnerable groups Practice Behaviors 4.3, 4.4, 6.2, 8.1, 9.2	Values Analysis Paper Political Advocacy Project
6. To explore of the role of social work practitioner in the	Policy Proposal/Amendment Paper

process of policy development and policy service delivery and how the individual practitioner may influence the local, state and national political systems responsible for the development of social welfare policy in an effective way. Practice Behaviors 5.5, 8.3, 8.4, 8.5	Class Discussion Political Advocacy Project
7. Analyze how policies impact social service delivery and policy advocacy facilitates the delivery of effective social services Practice Behaviors 8.1, 8.4	Policy Proposal/Amendment Paper Values Analysis Paper Class Discussion
8. To demonstrate the use of critical thinking to examine and effectively support a position about a current, controversial social issue. Practice Competency 8 and 3 Practice Behaviors 3.5, 3.9, 8.3, 8.5	Political Advocacy Project Class Discussion
9. Demonstrate competence in the tasks and skills necessary for effective policy advocacy and change Practice Competency 8 (8.1-8.5), Practice Behaviors 10.24, 10.25, 10.26	Policy Advocacy Project (embedded assignment for program assessment)
10. Analyze the impact of policy implementation on people living in poverty Practice Behaviors 5.5 8.1, 8.2, 8.4	Policy Proposal/Amendment Paper Class Discussion Political Advocacy Project
11. To articulate a personalized statement of the values concerning the macro-issues of social welfare policy within the range of issues raised in the skills objectives of this course. Practice Behaviors 2.4, 3.5 8.5, 10.25, 10.26	Policy Advocacy Project Values Analysis Paper

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

(proposed)

Course Outline: 45 Contact Hours

Week 1. Introduction: What is Social Welfare Policy and What Does it Have to Do with Social Work?

Week 2. The History, Politics, And Economics Of Social Welfare Policy

Week 3. Policy Theory And Policy Practice

Week 4. Defining and Combating Poverty

Week 5. Efforts to address poverty in the United States and other countries: Social

Week 6. Helping the "Deserving Poor": The old and disabled

Week 7. Ending Welfare as We Knew It? Temporary Assistance for Needy Families.

Week 8. Protecting and controlling children and adolescents in the United States and other countries

Week 9. Protection, exploitation, and neglect: Policy and the varied experiences of women in the United States

Week 10. Racial politics, civil rights, and affirmative action: The history of policies related to race and ethnicity in America

Week 11. Globalism, Economic Transition, and Social Class in America

Week 12. The politics of food: Hunger, malnutrition and obesity in the United States

Week 13. Policies and services affecting people with mental illness and addictions: The power of attitudes and beliefs

Weeks 14 Evaluating Policy and Policy Practice: Where do we go from here?

Week 15 What do we do now? The new Social Worker.

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 520

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC 2 LAB 2 ___ SEM ___ (proposed):

Title (current)

(proposed) Generalist Macro Practice

Credit Hours (current)

(proposed) 3

Prerequisites (current)

(proposed) Bachelors Degree, SCWK 501

Co-requisite (current)

(proposed)

Course Description (current): (125 words maximum)

(proposed):

SCWK 520. Practice with Groups and Organizations. This course is a foundation year MSW course. The course focus is on generalist practice with organizations and communities. Macro-practice skills through group work are emphasized, along with the interconnections between micro, mezzo and macro generalist practice. Macro intervention will be practiced.

Course Outcomes and Assessment Plan (current)

(proposed):

1. Define generalist practice within a macro practice context. Practice Behaviors 7.1, 7.2,
2. Identify and integrate the phases of the Planned Change Model as it applies to working with organizations and communities. Practice Competency 10
3. Describe the 3 traditional methods of community organization and explore alternative models. Practice Behaviors 3.2, 3.3, 8.1, 8.4,
4. Identify personal values and define and apply professional standards to self. Practice Behaviors 1.2, 1.7, 1.9, 3.5
5. Identify a wide range of roles social work practitioners might play in macro practice Practice Behaviors 1.7, 3.8,
6. Examine advocacy for human rights and the pursuit of social and economic justice.

Practice Behaviors 5.1, 5.3, 5.4, 5.5
7. Demonstrate competence in utilizing micro skills in a macro environment. Practice Behaviors 1.10, 3.4, 9.4, 9.5
8. Demonstrate competence in community needs assessment, asset mapping, development of goals, intervention strategies and program evaluation. Practice Competency 10, Practice Behaviors 4.4, 6.3, 9.2, 9.4
9. Demonstrate competence in practices that advance social and economic justice. Practice Behaviors 5.1, 5.3, 5.4, 5.5, 6.3
10. Demonstrate leadership skills needed to promote sustainable changes in service delivery and practice. Practice Behaviors 8.1, 8.2, 8.4, 9.2, 9.4, 9.5
11. Examine organizations and analyze conceptual frameworks to enhance practice effectiveness. Practice Behaviors 7.1, 7.2, 7.3, 7.4, 3.2, 3.2
12. Demonstrate effectiveness in collecting, organizing and interpreting data to assess the potential for organizational change (PREPARE) Practice Behaviors 3.2, 3.8, 6.3, 7.1, 10.1, 10.2,
13. Distinguish, appraise and integrate multiple sources of knowledge to apply the IMAGINE process for macro intervention and program evaluation. Practice Behaviors 9.1, 9.2, 9.4, 9.5, 10.10-23
14. Demonstrate an understanding of the role of professional social worker in neighborhoods and communities. Practice Behaviors 1.1, 1.7, 4.6, 4.9, 5.3, 5.4, 5.5, 8.4, 9.5
15. Utilize advocacy, social action and empowerment activities with populations at risk Practice Behaviors 4.3, 4.4, 4.9, 4.4, 4.5, 9.2
16. Apply a strategy of ethical reasoning to arrive at principled decisions in macro practice Practice Competency 2
17. Demonstrate an understanding of group process and effectiveness in working in groups. Practice Behaviors 3.1, 3.4, 4.1, 4.4, 4.5

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

45 Contact Hours Total:

Weeks 1-4:

Basic Theories of Group Functioning
Concepts of Group Dynamics
Formation and Assessments
Establishing Individual and Group Goals
Group Structure, Composition and Committee Process

Weeks 5-7

Establishing Group Purpose
Client/Agency Perspective
Specific Skills and Techniques
Identifying Power and Decision Styles
Assessing Cognitive Patterns of Individuals
Assessing Patterned Behavior of Individuals

Weeks 8-12

History of Macro Practice
Systems/Ecological Frameworks
Practice involving Organizations and communities
Social Planning Models

Weeks 13-16

Identifying and Analyzing Intervention Models/Strategies
Defining Organizations and Communities
Examining System Readiness for Change
Selecting a Change Approach
Setting Goals and Objectives
Strategic Planning and Needs Assessment
Proposal Writing and Budget Preparation
Evaluation Process
Types and Purpose of Evaluation
Program Monitoring
Research Design and Statistical Modeling

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current) Number (current) LEC ___ LAB ___ SEM ___ (current)
 (proposed) SCWK (proposed) 530 (Enter Contact Hours per week)
 Title (current) LEC 3 LAB 2 ___ SEM ___ (proposed):

(proposed) Generalist Micro Practice

Credit Hours (current) Prerequisites (current) Co-requisite (current)
 (proposed) 4 (proposed) Bachelor's Degree, SCWK 501 (proposed)

Course Description (current): (125 words maximum)

(proposed):

COURSE CATALOGUE DESCRIPTION

SCWK 530. Generalist Social Work Practice. This course is a foundation year MSW course. The course focus is on theories, methods, and values of social work practices well as beginning to advanced interviewing skills with an emphasis on Trauma-Informed Perspective and Intervention and various Evidenced Based Practices.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment of Outcome
1. Define general practice within a micro practice context. Practice Behaviors 7.1, 7.2, 7.4,	In class lecture and Theory/Model Paper Assessment 1 and 2
2. Identify and integrate the phases of the Planned Change Model as it applies to working with individuals and families. Practice Competency 10 Practice Behaviors 10	Assessment 1 and 2 Interview 1,2 and corresponding transcripts
3. Describe at least 3 evidenced based practices used in clinical social work. Practice Behaviors 6.3, 6.4, 6.5, 4.6	Theory/ Model Paper Assessment 1 and 2
4. Recognize the usefulness of research informed practice. Practice Behaviors 6.2, 6.3, 6.4, 5.5	Interview 1 and2 Theory/ Model Paper
5. Identify a wide range of roles social work practitioners might play in clinical practice Practice Behaviors 1.7, 3.8,	Theory/Model Paper

4. Identify personal values and define and apply professional standards to self. Practice Behaviors 1.2, 1.7, 1.8 1.9, 3.5, 2.7	Self -Analysis Paper
5. Examine and assessing vulnerability to Secondary Traumatic Stress and Trauma triggers Practice Behaviors 1.5, 3.5, 3.6	Self -Analysis paper
6. Demonstrate competence in completing written assessments, development of goals, intervention strategies and evaluation of intervention strategies. Practice Competency 10, Practice Behaviors 4.4, 6.3, 9.2, 9.4	Assessment 1 and 2 Interview 1 and 2
7. Develop principles of cross-cultural interviewing, specifically as it relates to the following client populations: clients in poverty, the LGBT population, the elderly, and the disabled, as well as clients of another race, ethnic background, spirituality and religion. Practice Competency 4 Practice Behaviors 5.1, 5.3, 5.4, 5.5, 4.6, 4.7, 4.9 6.3	Interview 1, 2 and Theory and Model Paper
8. Describe Trauma-Focused Perspectives and Intervention Strategies Practice Behaviors 6.3, 6.4, 4.8, 7.3	In class lectures, in-class lab activities
9. Describe historical trauma as it relates to diverse and global populations. Practice Behaviors 5.5, 4.7, 4.9	In-class lectures Theory / Model Paper
10. Demonstrate competency in the various stages of interviewing especially the advanced interviewing skills – rehearsing and reviewing actions steps, reframing, focusing, confrontation, responding with immediacy, representing, educating, and advising Practice Competency 10 Practice Behaviors 3.8, 3.9	Interview 1 and 2 and corresponding transcripts

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

(proposed)

60 Contact Hours Total:

- | | |
|--------|--|
| Week 1 | (Beginning skills, Duties of the profession) |
| Week 2 | (Psychodynamic Theory, Behavioral Theory, Cognitive Theory, and Family Theory) |
| Week 3 | Review of a DAC/1 st Graded interviews begin |

Week 4	Ethics and Social work Values/online ethics and professional behaviors
Week 5	First DAC Due/Solution Focused Interviewing
Week 6	Self-Analysis Paper Due/Motivational Interviewing
Week 7	Review of Evidenced Based Practice (List of them)
Week 8	Trauma-Informed Perspective/Trauma-CBT
Week 9	DBT/Theory/Model Paper due
Week 10	Second DAC due/Termination with clients
Week 11	Secondary Traumatic Stress/Triggers
Week 12	PMTO and working with children and Families/Guest speaker
Week 13	Prepping for final interviews/ and Final Interviews begin
Week 14	Final Interviews
Week 15	"being a social worker" balancing personal and professional life/self-care

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 540

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC ___ LAB ___ SEM ___ (proposed):

Title (current)

(proposed) Human Behavior/Social Environ

Credit Hours (current)

(proposed) 3

Prerequisites (current)

(proposed) SCWK 501

Co-requisite (current)

(proposed)

Course Description (current): (125 words maximum)

(proposed):

SCWK 540. This course is a foundation year MSW course. This overview of theories of human behavior in the social environment in relation to advanced social work practice will focus on the relationships among biological, psychological, social, and cultural systems as they affect the "person-in-environment" across the life span. Students will consider the importance of integrating multiple critical perspectives to solve complex human problems to influence wellbeing and empowerment.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment of Outcome
Demonstrate an integrated understanding of systems perspective at various systems levels, integrating theory and supporting research presented in previous courses, including society and societal institutions, minority & historically oppressed groups, communities, bureaucracies, small groups, families and the individual. (Practice Behavior 7.1, 7.2, 7.3, 7.4, 7.5)	Paper & Exam 2
Demonstrate the integration of theory and research with social work practice by considering case examples of the application of various social science theories. (Practice Behavior 6.1 & 6.2)	Paper
Demonstrate understanding of selected intervention models (e.g. crisis intervention, cognitive behavioral) (Practice Behavior 3.1, 3.2, 3.3)	Exam 1
Students will recognize and articulate the dynamics relating to historically oppressed groups and their	Exam 1

systemic sources. (Practice Behavior 4.1 3.3, 4.4, 4.9)	
Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological and spiritual development (Practice Behavior 7.1, 7.3, 7.4, 7.5)	Homework Assignments
Recognize that research informs practice and practice informs research. (Practice Behavior 6.1 & 6.2)	Exam 2
Demonstrate application of theoretical concepts and analyses in the assessment of sample social work problems. (Practice Behavior 3.2, 3.3, 3.8)	Homework Assignments
Complete an integrated review of literature research paper. The successful completion of this assignment is a requirement for admission to BSW degree candidacy. (Practice Behavior 6.2 & 6.5)	Paper
Identify basic Information Technology tools and Internet resources relating to social work theory and research (Practice Behavior 6.2 & 6.5)	Homework Assignments
Analyze one's own values relative to social work values. (Practice Behavior 2.1, 2.3, 2.6, 2.7, 2.8)	Homework Assignments
Develop a greater understanding and commitment to underlying ethical issues in dealing with populations at risk. (Practice Behavior 4.1, 4.3, 4.4, 4.6, 4.9)	Homework Assignments
Develop a greater understanding of social justice issues in the context of the social work profession. (Practice Behavior 4.9, 5.1, 5.2, 5.3, 5.4)	Exam 2

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

45 Contact Hours Total:

Course Outline:

Week 1:

Multidimensional Framework

Biophysical Dimension & Review of Theories

Introduction to Social Systems Theory

Week 2:

The Psychological Dimension & Review of Theories

The Social Dimension, Social Systems & Review of Theories

Week 3:
Gerontological Issues,
Systems thinking with Culture & Society

Week 4
Developmental Issues in Pregnancy through Infancy
Systems thinking with Communities

Weeks 5
Developmental Issues in Childhood &
Organizations

Weeks 6:
Developmental Issues in Adolescence
Groups

Weeks 7:
Developmental Issues in Young Adulthood
Families

Week 8: Midterm Exam

Weeks 9 & 10
Adulthood
The Individual Person

Weeks 11 & 12:

Weeks 13 & 14 :
Critical thinking regarding Systems Theory, Empowerment approaches and Evidence Based Practice

Week 14 & 15
Presentations of summaries of paper findings

Week 16: Final Exam

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

Number (current)

LEC ___ LAB ___ SEM ___ (current)

(proposed) SCWK

(proposed) 550

(Enter Contact Hours per week)
LEC 2 LAB ___ SEM ___ (proposed):

Title (current) Research Methods

(proposed)

Credit Hours (current)

Prerequisites (current)

Co-requisite (current)

(proposed) 3

(proposed)

(proposed)

Course Description (current): (125 words maximum)

(proposed):

SCWK 550. is the foundation Social Work Research course, and the first in a two part advanced research sequence. Social Work research design methodology, with emphasis on applied advanced research in human service and public services settings. Special emphases are placed on program evaluation within the field agency, with emphasis on advanced clinical practice to inform the research and with the intention of this becoming part of the capstone proposal in the advanced year. Development of a new knowledge base within the agency is expected. This course is an introduction to elementary statistical concepts, including frequency distributions, measures of central tendency, and beginning bivariate analysis and inferential statistics. Students in this course are prepared for critical use of research, and evaluation of their own and other professional knowledge base.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment of Outcome
1. Describe the many ethical issues related to research in general, to understand professional standards with respect to those issues, and to be able to discuss these issues and standards related to the student's specific research activities. Practice Behaviors 2.4, 2.5	Exam 1 Research Proposal
2. Demonstrate introductory skills and competence in using basic social work research terminology. Practice Behaviors 6.4	Exam 1
3. Explain major research efforts in selected fields of social work practice, especially in relation to populations at-risk. Explain impacts of research, especially related to social justice and historical trauma. Practice Behaviors 2.4, 2.5, 4.6, 4.9	Exam 1
4. Recognize the usefulness of research informed practice. Practice Behaviors 6.2, 6.3	Exam 1
5. To identify, recognize, summarize and evaluate methods of a research project for validity and reliability. Practice Behaviors 6.2	Research critique 1 and 2
6. Identify the use of surveys in human service, and public service, and needs assessment. Practice Behaviors 6.2, 6.5	Exam 2 Research Proposal
7. Demonstrate an in-depth understanding of the use of single subject designs in the evaluation of social work practice and how this method can be useful in the clinical setting	Exam 2 Research Proposal

Practice Behaviors 6.2, 6.5	
8. Demonstrate an in-depth understanding of the various designs used in the evaluation of human/public service programming, as well as the administrative and political dimensions of program evaluation. Practice Behaviors 6.2, 6.5, 8.4	Exam 2 Research Proposal
9. Selecting designs for research appropriate to the problem formulated and the information required from the research project. Proposing a plan for implementing the research, analyzing and presenting the findings. Practice Behaviors 6.3, 6.4	Research Proposal

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

45 Total Contact Hours:

Class Calendar

Week one	Review of assignments, policies, syllabus,
Week two	Scientific Inquiry and Social Work
Week three	Research Questions and Problems - Critique 1 due
Week four	Starting a Literature Review
Week five	Selecting Research Participants
Week six	Critique 2 due
Week seven	Research ethics
Week eight	Qualitative and quantitative research
Week nine	Measuring variables
Week ten	Selecting a sample, Rough draft of Research Proposal Due
Week eleven	Selecting a research design
Week twelve	Reviewing data collection methods
Week thirteen	Continued data collection
Week fourteen	Analyzing the data
Week fifteen	Final Draft of Research Proposal Due
Final Exam	

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

- Prefix (current) Number (current) LEC ___ LAB ___ SEM ___ (current)
- (proposed) SCWK (proposed) 560 (Enter Contact Hours per week)
- Title (current) LEC ___ LAB ___ SEM ___(proposed):
- (proposed) Diversity & Social Justice

- Credit Hours (current) Prerequisites (current) Co-requisite (current)
- (proposed) 3 (proposed) Bachelor's Degree, SCWK 501 (proposed)

- Course Description (current): (125 words maximum)
- (proposed):

Course Catalogue Description

This course is a foundation year MSW course. Advanced training in the recognition of cultural patterning and histories of diverse social identity groups in the US and the differential impacts of past and present attitudes, beliefs, practices and policies on the lives of individuals, families, groups and communities. Analysis of stereotyping, distortions and myths of various ethnic groups are examined. The degree to which social structure and values may oppress, marginalize, alienate or enhance privilege and power are analyzed.

- Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcomes	Assessment
1. Identify the theoretical and conceptual frameworks of identity, privilege, oppression and social change Practice Behaviors 3.2, 4.3, 4.6, 4.6,	Reflection Paper
2. Describe racism, classism, sexism, heterosexism, ableism, ageism and identify the roles played by privileged individuals and groups in perpetuating oppression and disadvantage Practice Behaviors 3.2, 4.3, 4.6, 4.9	Reflection Paper
3. Recognize that institutionalized assumptions of dominant cultures may create barriers in meeting the needs of ethnic and racial groups Practice Behaviors 4.3, 4.6	Reflection Paper
4. Identify cultural heritage considerations of the major ethnic groups in the US for diversity competent practice with individuals, families, groups and communities	Group Presentations on Cultural Competence and Reflection Papers

Practice Behaviors 4.7, 4.8,4.9	
5. Identify historical trauma and trauma impact on diverse populations Practice Behaviors 4.8, 4.9	Group Presentations on Cultural Competence
6. Interpret and assess the meaning of behavior, attitudes and values of racial and ethnic groups Practice Behaviors 3.2, 3.4, 4.2, 4.4,	Group Presentations on Cultural Competence
7. Utilize the concepts, theories, frameworks and principles relative to racial and ethnic groups in developing clinical intervention strategies Practice Behaviors 3.4, 3.8, 4.3,	Group Presentations on Cultural Competence
8. Identify own cultural identity and the influence of one's own culture and ethnocentrism Practice Behaviors 2.2, 2.7, 3.5, 4.5	Cultural Chest Exercise
9. Examine own beliefs, attitudes and values regarding human diversity and demonstrate sufficient self- awareness to eliminate the influence of personal biases and values in working with diverse groups Practice Behaviors 3.5, 4.4, 4.5	Reflection Paper
10. Demonstrate the value that clients are informants and experts of their own lives, particularly as relates to diversity and difference Practice Behaviors 4.4, 4.7	Reflection Paper
11. Demonstrate ability to respond appropriately to culturally-based cues and biased stereotypes Practice Behaviors 3.4, 4.6, 4.7, 4.8	Reflection Paper
12. Demonstrate an ability to discuss issues of diversity, oppression and privilege in and work toward social justice and change in agency, community, state and national policy. Practice Behaviors 5.1, 5.2, 5.4, 5.5	Reflection Paper – Vision Statement

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

45 Total Contact Hours:

Course Outline:

Week 1 Course Overview and Expectations
Beginning self-analysis on prejudice

Week 2 Conceptual Frameworks of identity, privilege, oppression and empowerment and social change.

- Week 3** **Cultural Chest Presentations**
- Week 4** **Perspectives on Race and Racism**
- Week 5** **Socio-Economic Class and Classism**
- Week 6** **Gender and Sexism**
- Week 7** **Sexual Orientation, Heterosexism and Gender and Transgender Oppression**
- Week 8** **Ability and Ableism**
- Week 9** **Age, Ageism and Adulthood**
- Week 10** **Traumatized Clients and Historical Trauma**

- Week 11** **Latin@ Clients**
 Native American/First Nation clients
- Week 12** **African American Clients**
 Asian American Clients
- Week 13** **Gay, Lesbian, Bisexual and Transsexual Clients**
 Elderly Clients
- Week 14** **Working for Social Justice: Visions and Strategies for Change**
- Week 15** **Class Wrap Up and Reflections**

Associate Provost's Signature: _____ **Date** _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 591

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC ___ LAB ___ SEM ___(proposed):

Title (current) Field Practicum I

(proposed)

Credit Hours (current)

(proposed) 5

Prerequisites (current)

(proposed) SCWK 501

Co-requisite (current)

(proposed)

Course Description (current): (125 words maximum)

(proposed):

SCWK 591: This is the first part of the MSW foundation year practicum experience. Students are required to complete a 200 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. The seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

Course Outcomes and Assessment Plan (current)

(proposed):

LEARNING OUTCOMES	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.2, 1.3, 1.4	Reflective Journal Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.1, 2.2	Agency Presentation Class Participation Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.1, 3.3	Agency Presentation Class Participation Reflective Journal Field Evaluation
4. Engage diversity and difference in practice Practice Behaviors 4.1, 4.2	Agency Presentation Reflective Journal Field Evaluation
5. Advance human rights and social and economic justice Practice Behaviors 5.1,5.3	Reflective Journal Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.2	Class Participation Field Evaluation
7. Apply knowledge of human behavior and the social environment Practice Behaviors 7.1, 7.2	Agency Presentation Reflective Journal Field Evaluation
8 Engage in policy practice to advance social and economic well- being and to deliver effective social work services Practice Behaviors 8.1	Agency Presentation Reflective Journal Field Evaluation
9. Respond to contexts that shape practice Practice Behaviors 9.1	Agency Presentation Field Evaluation
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.1, 10.5, 10.10, 10.25	Reflective Journal Field Evaluation

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

(proposed)

Time Allocation:

40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor). The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
Review of the Field Manual
Development of the Learning Plan

Meeting 2 – Agency Presentations and Review of Field Journals
Self-Care Plans

Meeting 3 - Assessment of Learning Outcomes
Review of Field Journals
Review of Self-Care Plans

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

Number (current)

LEC ___ LAB ___ SEM ___ (current)

(proposed) SCWK

(proposed) 592

(Enter Contact Hours per week)

LEC ___ LAB ___ SEM ___ (proposed):

Title (current)

(proposed) Field Practicum II

Credit Hours (current)

Prerequisites (current)

Co-requisite (current)

(proposed) 6

(proposed) SCWK 501, SCWK 591

(proposed)

Course Description (current): (125 words maximum)

(proposed):

SCWK 592: This is a part of the MSW foundation practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

Course Outcomes and Assessment Plan (current)

(proposed):

LEARNING OUTCOMES – FIELD II	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.1, 1.5	Reflective Journal Case Presentation Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.3,2.4	Reflective Journal Class Participation Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.2, 3.4	Case Presentation Class Participation Reflective Journal Field Evaluation
4. Engage diversity and difference in practice Practice Behaviors 4.3, 4.4, 4.5	Field Evaluation Reflective Journal
5. Advance human rights and social and economic justice Practice Behaviors 5.2	Reflective Journal Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.1	Class Participation Case Presentation Field Evaluation
7. Apply knowledge of human behavior and the	Reflective Journal

social environment Practice Behaviors 7.3	Case Presentation Field Evaluation
8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services Practice Behaviors 8.2	Class Participation Reflective Journal Field Evaluation
9. Respond to contexts that shape practice Practice Behaviors 9.2	Case Presentation Reflective Journal Field Evaluation
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.6, 10.11, 10.15, 10.20	Reflective Journal Case Presentation Field Evaluation

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan. Time in the field averages 16 hours per week.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor). The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
Review and Update Learning Plan from previous semester
Discussion of Case Presentations

Meeting 2 – Case Presentations and Review of Field Journals
Review of Self-Care Plans

Meeting 3 – Case Presentations
Assessment of Learning Outcomes
Review of Field Journals
Review of Self-Care Plans

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 610

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC 2 LAB 2 SEM ___ (proposed):

Title (current)

(proposed) Advanced Policy & Advocacy

Credit Hours (current)

(proposed) 3
(proposed)

Prerequisites (current)

(proposed) Bachelor's degree, Advanced Standing or Foundation Year completed

Co-requisite (current)

Course Description (current): (125 words maximum)

(proposed):

Course Catalogue Description:

This course is an Advanced MSW course, building on the knowledge and skills from SCWK 510, Social Welfare Policy Analysis. The course emphasizes the role of policy advocacy for social workers in clinical practice, evaluation of social policy and methods for policy change, development of effective social policy with emphasis on political processes.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment
1. Analyze the impact of policy implementation on their own social work practice and professional development Practice Behaviors 2.8, 3.5, 5.5, 9.1	Agency Policy Analysis
2. Describe how political ideologies and social values impact policy advocacy and implementation Practice Behaviors 8.3, 9.1	Policy Debates
3. Reflect and evaluate own ideological and value positions regarding policy practice and compare to professional social work values Practice Behaviors 1.9, 2.4, 2.9, 3.5	Agency Policy Analysis
4. Describe the rationale for policy advocacy by social workers in all areas of social work practice Practice Behaviors 8.1, 8.4	Class Discussion Policy Debates
5. Analyze the impact of policy implementation on the promotion of social and economic justice with special emphasis on vulnerable groups Practice Behaviors 4.3, 4.4, 6.2, 8.1, 9.2	Agency Policy Analysis Policy Debates
6. Describe how historical trauma of vulnerable groups has affected social policy affecting those groups Practice Behaviors 2.8, 4.9	Policy Debates Class Discussion

7. Analyze how policies impact social service delivery and policy advocacy facilitates the delivery of effective social services Practice Behaviors 8.1, 8.4	Policy Debates Agency Policy Analysis
8. Describe how globalization impacts and affects and sometimes harms vulnerable populations in the US Practice Behaviors 8.4, 10.2	Policy Debates Class Discussion
9. Demonstrate competence in the tasks and skills necessary for effective policy advocacy and change Practice Competency 8 (8.1-8.5), Practice Behaviors 10.24, 10.25, 10.26	Policy Advocacy Project (embedded assignment for program assessment)
10. Analyze the impact of policy implementation on the lives of their clients (in their field placements) Practice Behaviors 8.1, 8.2, 8.4	Agency Policy Analysis
11. Identify and use knowledge of relationship dynamics, particularly power differentials in the implementation of policy change Practice Behaviors 2.8, 8.5, 10.25, 10.26	Agency Policy Analysis Policy Advocacy Project

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

45 Total Contact Hours:

Weekly Topics:

- Week 1: Introduction to Course and Course Expectations
Group Assignments**
- Week 2: Becoming a Policy Advocate and Leader**
- Week 3: Skills for Policy Advocacy**
- Week 4: Policy Advocacy Across National Borders**
- Week 5: Policy Debates**
- Week 6: Policy Debates**
- Week 7: Tasks for Policy Advocacy – Agendas and Analysis**
- Week 8: Tasks for Policy Advocacy – Proposals and Presentation**
- Week 9: Power and Political Strategy**
- Week 10: Ballot Box Advocacy**
- Week 11: Policy Evaluation**
- Week 12: Policy Advocacy Project Presentations**
- Week 13: Policy Advocacy Project Presentations**

Week 14: Policy Advocacy Project Presentations

Week 15: Course wrap up and evaluation

Associate Provost's Signature: _____ **Date** _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

- Prefix (current) Number (current) LEC ___ LAB ___ SEM ___ (current)
 (proposed) SCWK (proposed) 620 (Enter Contact Hours per week)
 Title (current) Advanced Group Practice LEC 2 LAB 2 SEM ___ (proposed):
 (proposed)

- Credit Hours (current) Prerequisites (current) Co-requisite (current)
 (proposed) 3 (proposed) Foundation year completion or Advanced Standing
 (proposed)

- Course Description (current): (125 words maximum)
 (proposed):

SCWK 620: This course focuses on intervention and individual change groups, with particular attention to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and group processes such as decision making, tension reduction, conflict resolution, goal setting, contracting and evaluation. A variety of group strategies and techniques will be explored. Theories and methods consistent with the achievement of social justice and individual change through group work will be explored. The course will also consider how gender, ethnicity, race, social class, sexual orientation and different abilities impact various aspects of group functioning. Group facilitation will be practiced as a critical component of the course. Due to the nature of this course, the course will be limited to 12 students.

- Course Outcomes and Assessment Plan (current)
 (proposed):

Learning Outcome	Assessment
1. Describe the differences between the different types of groups (task, change, prevention, etc) and how these groups are employed in contemporary social work practice. Practice Behaviors 7.1, 7.4, 3.3	Class Participation Group Therapy Presentations
2. Describe the ethical and legal issues inherent in group counseling Practice Competency 2 (all behaviors)	Class Participation Final Reflection Paper
2. Describe the phases of group development Practice Behaviors 6.2. 10.5	Group Simulation Group Reflection Paper
3. Demonstrate an ability to guide, lead and facilitate group process by observing interactions, interpreting dynamics, recording observations and insight,	Group Simulation Facilitation Group Reflection Paper

analyzing group processes, formulating plans and evaluating results Practice Behaviors 1.7, 1.8, 1.9, 1.10, 3.4, Practice Competencies 10.1 through 10.23	
4. Demonstrate an ability to systematically assess group needs and goals in order to promote individual and group change Practice Behaviors 10.1, 10.2,	Group Simulation Facilitation Group Reflection Paper
5. Identify common problems that emerge in group practice and intervene to resolve those problems Practice Behaviors 10.5, 10.7, 10.8, 10.11, 10.12,	Group Simulation Group Reflection Paper
6. Demonstrate an ability to plan and carry out structured activities and group interventions that take into account the group's development and member's needs Practice Behaviors 10.1 through 10.23 Practice Behaviors 6.3, 6.5	Group Simulation Facilitation Group Reflection Paper
7. Identify factors that influence a group members' motivation for change Practice Behaviors 10.5, 10.6, 10.7, 10.8	Group Simulation Facilitation Group Reflection Paper Class Participation
8. Identify how historical or individual trauma affects group members' coping mechanisms Practice Behaviors 3.1, 4.9, 10.13	Group Therapy Presentations
9. Identify the impact of diversity, and demonstrate sensitivity to the use of group in different class, cultural and ethnic contexts Practice Competency 4 (all behaviors)	Final Reflection Paper
10. Demonstrate a commitment to self awareness, leadership, critical judgment and openness in the group process Practice Behaviors 1.2, 3.5,	Group Reflection Paper Final Reflection Paper

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

(proposed)

45 Total Contact Hours:

WEEKLY COURSE OUTLINE:

Week 1: Introduction to the class
Review of Syllabus
Development of Individual Learning Goals for the Course

Week 2: Introduction to Group Work – Types of Groups
Group Leadership

Week 3: Group Formation and Initial Stages of a Group

- Group Simulation
- Week 4: Transition Stage of a Group
Group Simulation
- Week 5: Working Stage of a Group
Group Simulation
- Week 6: Final Stage of a Group
Group Simulation
- Week 7: Ethical and Legal Issues in Group Counseling
Group Simulation
- Week 8: Theories and Techniques of Group Counseling
Group Simulation
- Week 9: Cultural Considerations of Group Counseling
Problems Encountered in Groups
Group Simulation
- Week 10: Groups in School Settings
Group Simulation
- Week 11: Groups in Agency Settings
Group Simulation
- Week 12: Student Presentations – Types of Groups
Group Simulation
- Week 13: Student Presentations – Types of Groups
- Week 14: Student Presentations – Types of Groups
- Week 15: Course Wrap Up and Evaluation

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 630

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC 3__ LAB 2__ SEM ___(proposed):

Title (current) Advanced Micro Practice

(proposed)

Credit Hours (current)

(proposed) 4
(proposed)

Prerequisites (current)

(proposed) Bachelor's Degree; Advanced Standing or Foundation Year Completion

Co-requisite (current)

Course Description (current): (125 words maximum)

(proposed):

COURSE CATALOGUE DESCRIPTION

SCWK 630. Advanced Clinical Practice with Individuals and Families. This course is an advanced year MSW course. The course focus is on clinical practice with individuals and families. Micro and mezzo practice skills through individual and family counseling are emphasized, with specific focus related to obtaining competency associated with interventions for children, adolescents and adults while incorporating issues of diversity as it relates to the global community, trauma and empowerment.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment of Outcome
1. Define, from a systems perspective, the influence of various physical environmental, social, and political contexts on both individuals and families. Practice Behaviors 4.3, 5.3, 7.1, 7.2, 9.3	Papers I and II, Role plays
2. Recognized the usefulness of Trauma Informed Practice and identify the impact of trauma on individuals and families as it influences intrapersonal and especially interpersonal functioning. Practice Competency 3.5, 7.3, 9.3	Role plays and subsequent analytical discussion
3. Identify and integrate the Planned Change Model as it applies to working with individuals and families. Practice Behaviors 3.2, 3.3, 3.7, 3.8, 7.4, 8.1, 8.4, 10	Papers I and II
4. Recognize the usefulness of research-informed and evidence-based practice. Practice Behaviors 6.2, 6.3	Papers I and II, Student facilitated discussions

5. Identify self as a professional in working within a clinical paradigm with individuals and families. Practice Behaviors 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 3.1, 3.4, 3.5, 4.5, 4.8	Student facilitated discussions, role plays
6. Identify the diverse forms of <i>family</i> and the need to adjust one's self to adequately join and intervene according to the expectations of the variety of family systems. Practice Behaviors 4.1, 4.5, 4.7	Role plays, and video critical analyses
7. Apply NASW Code of Ethics to practice with individuals and families. Practice Behaviors 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7	Student facilitated discussions, role plays
8. Demonstrate the ability to consistently analyze how the self is influenced through clinical interactions with individuals and families. Practice Behaviors 1.3, 1.5, 1.9, 2.2	Role plays including self-analysis and responses to peer and instructor critique.
9. Demonstrate understanding in practices that advance social and economic justice. Practice Behaviors 5.1, 5.3, 5.4, 5.5, 6.3	Papers I and II.
10. Recognize the social/political responses to and potential institutional barriers to non-traditional family structures. Practice Behaviors 5.1, 5.2, 5.3	Video (in tandem with selected readings) critical analysis.

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

60 Total Contact Hours:

Course Outline

Week 1	<ul style="list-style-type: none"> • Introductions • Review of course assignments, readings, expectations • Assigned reading
Week 2	<ul style="list-style-type: none"> • Professionalism and ethics in practice • Introduction to Trauma Informed Practice • Clinical work with families vs. individuals • Introduction to role plays and expectations therein
Week 3	<ul style="list-style-type: none"> • Student discussion facilitation assignments • Trauma Informed Practice in the context of clinical work with individuals and families
Week 4	<ul style="list-style-type: none"> • Trauma informed practice and introduction to DBT
Week 5	<ul style="list-style-type: none"> • CBT DBT and practical applications • Role plays including critique and analysis. Self-analysis due next class.
Week 6	<ul style="list-style-type: none"> • Understanding the individual in the context of the family • Student facilitated discussion 1
Week 7	<ul style="list-style-type: none"> • Politics, economics, and societal impact on diverse family structures • Video including critical analysis • Ethics, intervention, advocacy with alternative family systems

	<ul style="list-style-type: none"> • Paper I Due
Week 8	<ul style="list-style-type: none"> • Role plays, analysis and critique. Self-analysis due next class.
Week 9	<ul style="list-style-type: none"> • Addiction and families • Video and critical analysis
Week 10	<ul style="list-style-type: none"> • Role plays, analysis and critique. Self-analysis due next class.
Week 11	<ul style="list-style-type: none"> • Grief and loss with individuals and families • Suicide and families • Student facilitated discussions 2
Week 12	<ul style="list-style-type: none"> • Dealing with sexual trauma in individuals and families • Student facilitated discussions 3
Week 13	<ul style="list-style-type: none"> • Final role plays, analysis and critique. Self-analysis due next class.
Week 14	<ul style="list-style-type: none"> • Paper II Due • Working with individuals and families in the foster care system
Week 15	<ul style="list-style-type: none"> • Final student facilitated discussions • Class evaluation

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 650

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC ___ LAB ___ SEM ___ (proposed):

Title (current)

(proposed)

Credit Hours (current)

(proposed) 3
(proposed)

Prerequisites (current)

(proposed) Bachelor's Degree Advanced Standing or Foundation Year Completion

Co-requisite (current)

Course Description (current): (125 words maximum)

(proposed):

Course Catalog Description:

This course builds on the research methods course SCWK 550. In this course students will deepen knowledge and skills necessary to complete quantitative and qualitative research. Students will learn how to critically think about and apply research to social work practice. Specifically, Students will learn how to design and implement Single Subject Design research, design and implement program evaluation research and learn how to evaluate existing research for its usefulness to social work practice.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment of Outcome
1. Complete and interpret simple qualitative data analysis (B3.1, B3.2 & B6.2)	Exam 1
2. Systematically evaluate research articles for use in practice. (B3.1, B3.2, & B6.2)	Homework assignment # 1
3. Develop, implement, and analyze Single Subject Design studies (N of 1). (B3.1, B3.2, B6.1 & B6.2)	Small Group Project
4. Develop, implement, and analyze Program Evaluation Research. (B3.1, B3.2, B6.1 & B6.2)	Small Group Project

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<p>5. Demonstrate understanding of analysis software (Nvivo, SPSS) and conduct data analysis and interpret the results/statistical tests: including descriptive statistics, correlations, t-tests, simple regression, multiple regression, and ANOVA (B3.1, B3.2 & B6.2)</p>	<p>Homework Assignment # 2, Small Group Project Exam 2</p>
<p>6. Demonstrate critical thinking in differentiating and articulating the tradeoffs and limitations of Qualitative & Quantitative methods, Evidenced Based Practice evaluation and</p>	<p>Exam 2</p>

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

Course Outline:

Weeks 1: Data Management

Level of Measurement

Data Coding

Data Entry

Data Management

Weeks 2: Univariate Statistics

Frequency Distributions

Graphs

Central Tendency

Variability

Weeks 3 & 4: Distributions & Hypotheses Testing

Normal Distribution

Skewness & Kurtosis

z scores

Research Hypotheses

Statistical Significance

Sample Distributions

Sampling Error

Weeks 5: Statistical Tests

Statistical Power

Parametric vs Nonparametric tests

Bivariate and Multivariate tests

Cross-Tabulated Tables

Chi Square Test

SPSS software

Weeks 6: Correlation & Regression

Linear Correlation

Nonparametric correlation

Linear Regression

Multivariate Regression

Logistic Regression

Weeks 7: Comparing Means

t-test

ANOVA

Week 8: Midterm Exam

Weeks 9: Qualitative Data Analysis

Linking Theory and Analysis

Data Processing

Computer Programs

Weeks 10: Single Subject Designs

Application of N of 1 to Social Work

EBT & n of 1

Measurement

Data Gathering

Data Analysis

Weeks 11 & 12: Program Evaluation

Purpose of Program Evaluation

Planning Program Evaluation

Application of Research Knowledge to Program Evaluation

Weeks 13, 14 & 15: Group Presentations

Groups Proposals of Research Projects

Week 16: Final Exam

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current) Number (current) LEC ___ LAB ___ SEM ___ (current)
 (proposed) SCWK (proposed) 660 (Enter Contact Hours per week)
 Title (current) Clinical Assessment/Diagnosis LEC 2 LAB 2 SEM ___(proposed):
 (proposed)

Credit Hours (current) Prerequisites (current) Co-requisite (current)
 (proposed) 3 (proposed) Foundation year complete or Advanced Standing
 (proposed)

Course Description (current): (125 words maximum)
 (proposed):

SCWK 660: This course is designed as an intensive survey of the spectrum of the bio-psychosocial diagnoses. It examines concepts from the social work perspective of the person-in-environment to explore psychosocial disorders from different cultural perspectives, including gender, age, and minority status. It will provide students with advanced exposure to issues in the area of child and adult diagnosis utilizing the DSM system of classification with a focus on the impact of trauma on diagnoses and how to complete assessments within this system.

Course Outcomes and Assessment Plan (current)
 (proposed):

LEARNING OUTCOMES	ASSESSMENT
1. Identify and diagnose mental disorders, maladaptive behaviors, and mental illness. Practice Behaviors 3.7, 7.4, 10.6, 10.9	Biopsychosocial Assessment Final Exam
2. Identify the limitations and uses of any classification system within treatment programs especially within the current managed care environment. Practice Behaviors 3.1, 3.3, 3.7, 3.8	Essay Paper Research Paper
3. Identify the challenges of clinical decision-making and the importance of developing sound assessment skills in context with environmental, political, and cultural influences. Practice Behaviors 3.1, 3.3, 3.8, 7.4, 10.9	Essay Paper Research Paper Biopsychosocial Assessment
4. Identify the development of coping mechanisms as well as the array of defensive responses necessary to cope with chronic	Essay Paper Research Paper Class Participation

stressors and trauma experiences. Practice Behaviors 3.6, 4.3, 4.8, 7.4,	
5. Demonstrate competence in clinical skills related to personal observation of presenting behavior that result in clear written descriptions of mood, behavior, symptoms, affect, and mental status. Practice Behaviors 3.6, 3.9, 7.4, 10.6, 10.9	Biopsychosocial Assessment Final Exam
6. Demonstrate competence in how to approach, develop, and complete a comprehensive psychosocial history that incorporates the diagnostic criteria on all five axes, including clinical impressions. Practice Behaviors 3.3, 3.4, 6.3, 7.4, 10.6, 10.9	Essay Paper Biopsychosocial Assessment
7. Identify current developments in mental health research and the accompanying implications for clinical social work practice Practice Behaviors 3.1, 3.2, 3.3, 6.3	Essay Paper Research Paper
8. Identify the moral, ethical, and value dilemmas that are inherent in the assessment and treatment of diagnoses. Practice Behaviors 2.4, 3.5	Essay Paper

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

(proposed)

45 Total Contact Hours:

WEEK 1

Orientation to the DSM

WEEK 2

Normal vs. Maladaptive Behavior

WEEK 3

Diagnostic Assessment

WEEK 4

Mental Health Diagnosis

WEEK 5

Case Studies

Anorexia Nervosa
Antisocial Personality Disorder
Borderline Personality Disorder
Bulimia Nervosa
Cognitive Disorders (pick one)
Communication Disorders (pick one)
Dissociative Disorders [including Dissociative Identity Disorder] (pick one)
Elimination Disorders (pick one)
Factitious Disorders (pick one)
Feeding and Eating Disorders (pick one)
Gender Identity Disorders (pick one)
Impulse Control Disorders (pick one)
Paraphilias (pick one)
Pervasive Developmental Disorders [including Autism and Asperger's] (pick one)
Personality Disorders [other than Antisocial Personality disorder and Bordeline Personality Disorder] (pick one)
Sleep Disorders (pick one)
Somatoform Disorders (pick one)
Substance Related Disorders (pick one)
Tourette's Disorder

WEEK 6

Bio-Psycho-Social Diagnosis

WEEK 7

Diagnosis in Childhood and Adolescents

WEEK 8

Diagnosis in Childhood and Adolescents

WEEK 9

Violence and Aggression, Trauma and Eating Disorders

WEEK 10

Substance Related Disorders

There is a short, ungraded quiz that you will need to take before beginning the case discussion board.

WEEK 11

Substance Related Disorders, cont.

WEEK 12

Personality Disorders

WEEK 13

Cognitive Disorders and Dual Disorders

WEEK 14

Cultural Implications of Diagnosis

WEEK 15:

Review and Final Exam

Associate Provost's Signature: _____ **Date** _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 680

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC ___2_ LAB ___2_ SEM ___(proposed):

Title (current)

(proposed) Leadership and Supervision

Credit Hours (current)

(proposed) 3

Prerequisites (current)

(proposed)

Co-requisite (current)

(proposed)

Course Description (current): (125 words maximum)

(proposed):

Course Catalogue Description:

This course is an Advanced Year MSW course designed to gain the knowledge, values and skills necessary for leadership and supervision in non-profit organizations. Students will learn leadership and supervisory models, and through simulation, develop a non-profit organization and implement all facets of that organization. Grant writing will be introduced and practiced.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment of Outcome
1. Describe the difference between transactional leadership and transformational leadership, and identify effective leadership models Practice Behaviors 8.4, 9.2	Weekly Journal
2. Describe the concepts of "servant leadership" and "leadership and followership" Practice Behaviors 8.4, 9.2	Weekly Journal
3. Develop a leadership profile Practice Behaviors 1.9, 3.5, 8.4, 9.2	Leadership style profile
4. Describe the concept of reframing change in organizations and the elements needed to initiate successful organizational change Practice Behaviors 8.4, 9.2,	Weekly Journal Organizational Simulation
5. Develop (through simulation) a non-profit organization and address problems in implementation of an agency Practice Behaviors 2.3, 3.4, 3.8, 9.1, 9.2, 9.4, 9.5 Practice Competency #8 (all behaviors)	Weekly Journal Organizational Simulation
6. Identify the elements of, and demonstrate beginning ability in effective administrative and	Weekly Journal Organizational Simulation

supportive supervision Practice Behaviors 1.7, 1.9, 3.8, 6.2, 8.4, 9.2	
7. Identify the problems and stresses in becoming and being a supervisor Practice Behaviors 1.2, 1.7, 3.5, 6.2, 9.2	Weekly Journal Organizational Simulation
8. Demonstrate effective grant writing skills Practice Behaviors 3.3, 3.4, 5.5, 7.1, 8.3, 8.4, 8.5	Mini-Grant Proposal
9. Identify diversity issues in leadership and management Practice Competency #4 (all behaviors)	Weekly Journal Organizational Simulation
10. Identify the Five Disciplines of a learning organization and demonstrate competence in utilizing the five disciplines through the Organizational Simulation Practice Behaviors 2.3, 3.4, 3.8, 9.1, 9.2, 9.4, 9.5	Weekly Journal Organizational Simulation

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

45 Total Contact Hours:

Weekly Topics:

Classes will be structured as such: the initial portion of the class will be didactic presentation and discussion on the weekly topic; the second portion of the class will be around the Organizational Simulation Project

- Week 1** **Review of the Syllabus and Course Expectations.
Initial Discussion of Organizational Simulation Project**
- Week 2** **Leadership Defined.**
- Week 3** **Needs Based Program Development**
- Week 4** **The Art and Practice of a Learning Organization
The Five Disciplines of a Learning Organization**
- Week 5** **Reframing Organizations: Reframing Leadership and Reframing Change**
- Week 6** **Reframing Ethics and Spirit and Diversity Issues**
- Week 7** **Administrative Supervision and Problems in Implementation**
- Week 8** **Supportive Supervision**
- Week 9** **Problems and Stresses of Becoming and Being a Supervisor**
- Week 10** **Grant Writing: General Orientation and Understanding the Context of Agency and
Community**
- Week 11** **Grant Writing: Writing the Needs Statement and Developing the Plan**

Week 12 Grant Writing: Program Evaluation Plan and Budget

Weeks 13-15 Final Development of Agency and Oral Presentations

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current)

(proposed) SCWK

Number (current)

(proposed) 691

LEC ___ LAB ___ SEM ___ (current)

(Enter Contact Hours per week)
LEC ___ LAB ___ SEM ___ (proposed):

Title (current)

(proposed) Advanced Field Practicum I

Credit Hours (current)

(proposed) 4

Prerequisites (current)

(proposed) FOUNDATION YEAR COMPLETED OR ADVANCED STANDING

Co-requisite (current)

(proposed)

Course Description (current): (125 words maximum)

(proposed):

SCWK 691 : This is the first Advanced MSW practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

Course Outcomes and Assessment Plan (current)

(proposed)

LEARNING OUTCOMES – FIELD III	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.7, 1.9	Reflective Journal Agency Presentation Learning Contract & Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.6, 2.7	Reflective Journal Class Participation Learning Contract & Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.5, 3.6	Reflective Journal Learning Contract & Field Evaluation Class Participation
4. Engage diversity and difference in practice Practice Behaviors 4.1, 4.2	Agency Presentation Reflective Journal Learning Contract & Field Evaluation
5. Advance human rights and social and economic justice Practice Behaviors 5.4	Reflective Journal Learning Contract & Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.3	Class Participation Learning Contract & Field Evaluation Reflective Journal
7. Apply knowledge of human behavior and the social environment Practice Behaviors 7.4	Agency Presentation Reflective Journal Learning Contract & Field Evaluation
8 Engage in policy practice to advance social and economic well- being and to deliver effective social work services Practice Behaviors 8.3	Agency Presentation Reflective Journal Learning Contract & Field Evaluation Agency Presentation
9. Respond to contexts that shape practice Practice Behaviors 9.3	Reflective Journal Agency Presentation Learning Contract & Field Evaluation
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.2, 10.7, 10.12, 10.16, 10.21, 10.24	Reflective Journal Learning Contract & Field Evaluation Agency Presentation

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

(proposed)

40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan. Average time in the field is 10 hours per week.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor). Total time in seminar is 10 hours for the semester. The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
Review of the Field Manual
Development of the Learning Plan

Meeting 2 – Agency Presentations and Review of Field Journals
Self-Care Plans

Meeting 3 - Assessment of Learning Outcomes
Review of Field Journals
Review of Self-Care Plans

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current) Number (current) LEC ___ LAB ___ SEM ___ (current)
 (proposed) SCWK (proposed) 692 (Enter Contact Hours per week)
 Title (current) Advanced Field Practicum II LEC ___ LAB ___ SEM ___(proposed):
 (proposed)

Credit Hours (current) Prerequisites (current) Co-requisite (current)
 (proposed) 4 (proposed) (proposed)

Course Description (current): (125 words maximum)

(proposed):

SCWK 692 - This is the second part of the MSW Advanced practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a profession social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

Course Outcomes and Assessment Plan (current)

(proposed):

LEARNING OUTCOMES	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.10	Reflective Journal Case Presentation Learning Plan & Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.8	Reflective Journal Case Presentation Learning Plan & Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.7, 3.9	Case Presentation Reflective Journal Learning Plan & Field Evaluation
4. Engage diversity and difference in practice Practice Behaviors 4.8	Reflective Journal Learning Plan & Field Evaluation
5. Advance human rights and social and economic justice Practice Behaviors 5.5	Reflective Journal Learning Plan & Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.5	Class Participation Case Presentation Learning Plan & Field Evaluation

7. Apply knowledge of human behavior and the social environment Practice Behaviors 7.5	Reflective Journal Case Presentation Class Participation Learning Plan & Field Evaluation
8 Engage in policy practice to advance social and economic well- being and to deliver effective social work services Practice Behaviors 8.5	Class Participation Reflective Journal Learning Plan & Field Evaluation
9. Respond to contexts that shape practice Practice Behaviors 9.4	Learning Plan and Field Evaluation Case Presentation Reflective Journal
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.3, 10.4, 10.8, 10.9, 10.13, 10.14, 10.17, 10.23	Reflective Journal Case Presentation Learning Plan & Field Evaluation

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

(proposed)

40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan. Average time in the field is 10 hours per week.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor), for a total of 10 hours per semester. The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations

Review and Update Learning Plan from previous semester

Discussion of Case Presentations

Meeting 2 – Case Presentations and Review of Field Journals

Review of Self-Care Plans

Meeting 3 – Case Presentations

Assessment of Learning Outcomes

Review of Field Journals

Review of Self-Care Plans

Associate Provost's Signature: _____ Date _____

Practice Behaviors 7.6,7.7	Class Participation Learning Plan & Field Evaluation
8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services Practice Behaviors 8.4	Class Participation Reflective Journal Learning Plan & Field Evaluation
9. Respond to contexts that shape practice Practice Behaviors 9.5	Learning Plan and Field Evaluation Case Presentation Reflective Journal
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.18, 10.19, 10.22, 10.26	Reflective Journal Case Presentation Learning Plan & Field Evaluation

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan. Average weekly time in the field is 10 hours per week.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor). Field seminar meets 10 hours during the semester. The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
Review and Update Learning Plan from previous semester
Discussion of Case Presentations

Meeting 2 – Case Presentations and Review of Field Journals
Review of Self-Care Plans

Meeting 3 – Case Presentations
Assessment of Learning Outcomes
Review of Field Journals
Final Evaluations

Associate Provost's Signature: _____ Date _____

COURSE INFORMATION FORM

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

Prefix (current) Number (current) LEC ___ LAB ___ SEM ___ (current)
 (proposed) SCWK (proposed) 699 (Enter Contact Hours per week)
 Title (current) Social Work Capstone LEC LAB ___ SEM _4_(proposed):
 (proposed)

Credit Hours (current) Prerequisites (current) Co-requisite (current)
 (proposed) 4 (proposed) Bachelor's Degree, SCWK 650, SCWK 630, SCWK 620, SCWK 691, SCWK
 692, Faculty Approval (proposed)

Course Description (current): (125 words maximum)

(proposed):

Course Catalogue Description:

SCWK 699: This course is an Advanced MSW Course, the final capstone course of the curriculum. The course is an extension of the Applied Social Work Research (SCWK 650) course in which students have written a proposal for research, program development, clinical development or outcome research. The course is taught as a Learner Centered Teaching course, in which students have written a proposal and identified a faculty mentor to assist in conducting some type of research or program development and an implementation plan. Students will develop individual learning outcomes, assessment of outcomes and implementation plan as a part of the learner centered course. The end product will be an article ready for publication, a grant for program development or something the faculty mentor has approved.

Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment
1. Readily identify as a social work professional	To be determined by student and faculty mentor
2. Utilize effective oral and written communication in working with individuals, families, groups and organizations	To be determined by student and faculty mentor
3. Use practice experiences to inform research	To be determined by student and faculty mentor
4. Use research evidence to inform practice, policy and social service delivery	To be determined by student and faculty mentor
5. Participate in the generation of new clinical knowledge with respect to trauma through research and practice	To be determined by student and faculty mentor
6. Use research methodology to evaluate clinical practice effectiveness and/or outcomes	To be determined by student and faculty mentor
7. Advocate with and inform administrators and legislators to influence policies that affect clients and services	To be determined by student and faculty mentor

Note: Further Learning Outcomes to be determined by student and faculty mentor.

Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent
(proposed))

45 Total Contact Hours:

**COURSE PLAN, LITERATURE REVIEW AND EVALUATION METHODS TO BE DEVELOPED BY
STUDENT AND FACULTY MENTOR.**

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20145 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **501** c. Contact Hours **1** LECTure LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDEpendent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **SCWK Practice Orientation** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **1** Minimum Credit Hours j. **1** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalogue Description

This course is required for both Foundation and Advanced Standing students (who have been out of school more than 3 years) as a bridge that allows students to be fully ready to enter their MSW education. This course focuses on the core knowledge, values and skills that form the foundation of generalist practice. For Foundation students, the course is an orientation to the profession. For Advanced Standing students out of school more than three years, the course is a refresher of their BSW education. The course is taught in an intensive two day format. (1 cr.)

q. Term(s) Offered: **Summer** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE _____ SCADETL _____ SCARRS _____ SCAPREQ _____

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20151 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK b. Number 510 c. Contact Hours 2 LECTure 2 LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Policy Analysis & Advocacy (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: 3 Minimum Credit Hours j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 510: This course is a foundation MSW course. The course emphasizes the history of social welfare policies and the role they play at present time. Student will utilize frameworks for analyzing social and economic policies as they relate to social welfare. Preparation for roles not only as service providers within existing policies but also as participants in efforts to change policy will be discussed. The class will also have an emphasis on values underlying the social welfare system, particularly the principles of social and economic justice.

q. Term(s) Offered: SPRING r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) SCWK 501

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE _____ SCADETL _____ SCARRES _____ SCAPREQ _____

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20151 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **520** c. Contact Hours **2** LECTure **2** LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Generalist Macro Practice** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 520. Practice with Groups and Organizations. This course is a foundation year MSW course. The course focus is on generalist practice with organizations and communities. Macro-practice skills through group work are emphasized, along with the interconnections between micro, mezzo and macro generalist practice. Macro intervention will be practiced.

q. Term(s) Offered: **SPRING** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Bachelor's Degree; SCWK 501**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE _____ SCADETL _____ SCARRES _____ SCAPREQ _____

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20148 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **530** c. Contact Hours **3** LECTure **2** LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDEpendent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Generalist Micro Practice** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **4** Minimum Credit Hours j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 530. Generalist Social Work Practice. This course is a foundation year MSW course. The course focus is on theories, methods, and values of social work practices well as beginning to advanced interviewing skills with an emphasis on Trauma-Informed Perspective and Intervention and various Evidenced Based Practices.

q. Term(s) Offered: **Fall** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Bachelors Degree; SCWK 501**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____ / /

_____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20148 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**

b. Number **540**

c. Contact Hours **2** LECTure **2** LAB Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDEpendent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Human Behavior/Social Environ** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 540. This course is a foundation year MSW course. This overview of theories of human behavior in the social environment in relation to advanced social work practice will focus on the relationships among biological, psychological, social, and cultural systems as they affect the "person-in-environment" across the life span. Students will consider the importance of integrating multiple critical perspectives to solve complex human problems to influence wellbeing and empowerment.

q. Term(s) Offered: **Fall** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 501**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____/____/____

_____/____/____

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20148 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**

b. Number **550**

c. Contact Hours **2** LECTure **2** LAB Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDEpendent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Research Methods** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 550. is the foundation Social Work Research course, and the first in a two part advanced research sequence. Social Work research design methodology, with emphasis on applied advanced research in human service and public services settings. Special emphases are placed on program evaluation within the field agency, with emphasis on advanced clinical practice to inform the research and with the intention of this becoming part of the capstone proposal in the advanced year. Development of a new knowledge base within the agency is expected. This course is an introduction to elementary statistical concepts, including frequency distributions, measures of central tendency, and beginning bivariate analysis and inferential statistics. Students in this course are prepared for critical use of research, and evaluation of their own and other professional knowledge base.

q. Term(s) Offered: **Fall** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 501**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 201501 examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**

b. Number **560**

c. Contact Hours **2** LECTure **2** LAB

Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum

INDEpendent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Diversity & Social Justice**

(Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalogue Description

This course is a foundation year MSW course. Advanced training in the recognition of cultural patterning and histories of diverse social identity groups in the US and the differential impacts of past and present attitudes, beliefs, practices and policies on the lives of individuals, families, groups and communities. Analysis of stereotyping, distortions and myths of various ethnic groups are examined. The degree to which social structure and values may oppress, marginalize, alienate or enhance privilege and power are analyzed.

q. Term(s) Offered: **spring** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Bachelor's Degree, SCWK 501**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC)

G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

CREATE NEW COURSE
Course Data Entry Form

FORM F
 Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20148 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
 Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **591** c. Contact Hours LECture LAB Seminar Contact Hrs **5** Practicum
 [Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study
 [Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Field Practicum I** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **5** Minimum Credit Hours j. **5** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
 If yes, Max Times **1** or Max Credits Awarded **2**

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 591: This is the first part of the MSW foundation year practicum experience. Students are required to complete a 200 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. The seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered: **Fall** r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 501**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / / _____

Academic Affairs Approval Signature/Date: _____ / / _____

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20151 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **592** c. Contact Hours LECTure LAB Seminar Contact Hrs **6** Practicum
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDEpendent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Field Practicum II** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **6** Minimum Credit Hours j. **6** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 592: This is the second course of the MSW foundation practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered: **Spring** r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 501; SCWK 591**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 201601 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK

b. Number 610

c. Contact Hours 2 LECTure 2 LAB Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDEpendent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Policy & Advocacy** (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: 3 Minimum Credit Hours j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalogue Description:

This course is an Advanced MSW course, building on the knowledge and skills from SCWK 510, Social Welfare Policy Analysis. The course emphasizes the role of policy advocacy for social workers in clinical practice, evaluation of social policy and methods for policy change, development of effective social policy with emphasis on political processes.

q. Term(s) Offered: **Spring** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____/____/____

_____/____/____

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 201508 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **620** c. Contact Hours **2** LECTure **2** LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INdependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Group Practice** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 620: This course focuses on intervention and individual change groups, with particular attention to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and group processes such as decision making, tension reduction, conflict resolution, goal setting, contracting and evaluation. A variety of group strategies and techniques will be explored. Theories and methods consistent with the achievement of social justice and individual change through group work will be explored. The course will also consider how gender, ethnicity, race, social class, sexual orientation and different abilities impact various aspects of group functioning. Group facilitation will be practiced as a critical component of the course. Due to the nature of this course, the course will be limited to 12 students.

q. Term(s) Offered: **Fall** r. Max Section Enrollment: **12** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20155 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**

b. Number **630**

c. Contact Hours **3** LECTure **2** LAB Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Micro Practice** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **4** Minimum Credit Hours j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

COURSE CATALOGUE DESCRIPTION

SCWK 630. Advanced Clinical Practice with Individuals and Families. This course is an advanced year MSW course. The course focus is on clinical practice with individuals and families. Micro and mezzo practice skills through individual and family counseling are emphasized, with specific focus related to obtaining competency associated with interventions for children, adolescents and adults while incorporating issues of diversity as it relates to the global community, trauma and empowerment.

q. Term(s) Offered: **SUMMER** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

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CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20158 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**

b. Number **650**

c. Contact Hours **2** LECTure **2** LAB Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Applied Social Work Research** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalog Description:

This course builds on the research methods course Scwk 550. In this course students will deepen knowledge and skills necessary to complete quantitative and qualitative research. Students will learn how to critically think about and apply research to social work practice. Specifically, Students will learn how to design and implement Single Subject Design research, design and implement program evaluation research and learn how to evaluate existing research for its usefulness to social work practice.

q. Term(s) Offered: **Fall** r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20158 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK b. Number 660 c. Contact Hours 2 LECTure 2 LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDEpendent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Clinical Assessment/Diagnosis (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: 3 Minimum Credit Hours j 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 660: This course is designed as an intensive survey of the spectrum of the bio-psychosocial diagnoses. It examines concepts from the social work perspective of the person-in-environment to explore psychosocial disorders from different cultural perspectives, including gender, age, and minority status. It will provide students with advanced exposure to issues in the area of child and adult diagnosis utilizing the DSM system of classification with a focus on the impact of trauma on diagnoses and how to complete assessments within this system.

q. Term(s) Offered Fall r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE _____ SCADETL _____ SCARRES _____ SCAPREQ _____

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20161 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK

b. Number 680

c. Contact Hours 2 LECTure 2 LAB Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Leadership and Supervision (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: 3 Minimum Credit Hours j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalogue Description:

This course is an Advanced Year MSW course designed to gain the knowledge, values and skills necessary for leadership and supervision in non-profit organizations. Students will learn leadership and supervisory models, and through simulation, develop a non-profit organization and implement all facets of that organization. Grant writing will be introduced and practiced.

q. Term(s) Offered: Spring r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) Advanced Standing

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20155 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **691** c. Contact Hours LECTure LAB Seminar Contact Hrs 4 Practicum
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDEpendent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Field Practicum**  (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **4** Minimum Credit Hours j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 691 : This is the first Advanced MSW practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered: **SUMMER** r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): **20158** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **692** c. Contact Hours LECTure LAB Seminar Contact Hrs **4** Practicum
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Field Practicum II** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **4** Minimum Credit Hours j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 692 - This is the second part of the MSW Advanced practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a profession social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered **Fall** r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 691**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE _____ SCADETL _____ SCARRES _____ SCAPREQ _____

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): **20161** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **693** c. Contact Hours LECTure LAB Seminar Contact Hrs 4 Practicum
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Field Practicum III** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **4** Minimum Credit Hours j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 693: This is the last of the MSW Advanced practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a profession social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered: **Spring** r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 691, SCWK 692**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

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CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20161 Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK** b. Number **699** c. Contact Hours LECTure LAB 4 Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Social Work Capstone Project** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type Variable Fixed

i. Enter number in box: **4** Minimum Credit Hours j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes No
If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate Graduate Professional

m. Grade Method: Check (x) Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 699: This course is an Advanced MSW Course, the final capstone course of the curriculum. The course is an extension of the Applied Social Work Research (SCWK 650) course in which students have written a proposal for research, program development, clinical development or outcome research. The course is taught as a Learner Centered Teaching course, in which students have written a proposal and identified a faculty mentor to assist in conducting some type of research or program development and an implementation plan. Students will develop individual learning outcomes, assessment of outcomes and implementation plan as a part of the learner centered course. The end product will be an article ready for publication, a grant for program development or something the faculty mentor has approved.

q. Term(s) Offered: **Spring** r. Max Section Enrollment: **6** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing, SCWK 650, SCWK 691, SCWK 692**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date: _____ / /

Academic Affairs Approval Signature/Date: _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE _____ SCADETL _____ SCARRES _____ SCAPREQ _____

Report to the Academic Senate

University Curriculum Committee
Sandy Alspach, Chair

October 1, 2013

Proposal Number	Title	Action/Votes	Senate Action / Concerns/Reasons/Updates
14-003 AS Delete Prgm	Elimination of Mathematics BA	8 Support 0 Concerns 0 No Support	Program Coordinator Sun will monitor the completion of the degree by the student actively enrolled and consult with the prospective student about other Math degree options. UCC will move for Senate support at the October meeting.
14-004 BU MCC, New Course	Create CITS 370 Revise CITS BS and Minor	3 Support 4 Support with Concerns 0 No support	Concerns received focus on a requirement on the program checksheet that students participate in an association. Initiator has been advised. For Senate Information only
14-006 AS New Degree	Master of Social Work	e-vote 8 Support	B: UGPC Minor administrative changes UCC will move for Senate support at the October meeting, pending support from UGPC, with reporting in 3 years.

I. Discussion

Following our tradition when proposal representatives attend the meeting, the orders of the day were suspended to address a proposal as our first order of business. The Committee appreciated the conversation with Kent Sun, program coordinator for Math, and Kirk Weller, Math Department head, as we discussed the ramifications of closing the BA in Math degree. The discussion prompted a review of the history of the BA degree in Arts and Sciences.

The Committee welcomed David Marion as the representative from the College of Business. We noted the difficulty in scheduling our regular weekly meetings around faculty academic schedules. For example, this fall we are meeting on Mondays so that Kemi Fadayomi can participate; however, Chrystal Roach's schedule was changed over the summer so that she has a class conflict on Mondays. We appreciate committee members' diligence in reviewing proposals and sending e-votes or concerns prior to the meeting. The vote reflected on the business of the day includes two e-votes from excused members.

The Committee asked Sen. Marion, who is Vice President of the Senate and responsible for committee assignments, to pursue the appointment of UCC representatives from RSS and EIO, or to solicit volunteers to serve in those seats.

The Committee agreed to follow the policy of replying in writing within one week when they cast a vote of “Support with Concern” or “No Support”. This documentation is required by Academic Affairs for any such votes coming through the curriculum process: at the Area, Department and College levels.

The Committee learned that the proposal to add the requirement that “25% of the credits in a Certificate must be Ferris credits” was defeated at the September meeting of the Academic Senate. No substantive changes have been made to UCC policy since last year. An adjustment in the UCC Manual was made last spring to create a “generic” Form E for all course additions or modifications. This adjustment was explained at the Workshop held the week before classes, which was attended by over 30 administrators, faculty and staff. We are monitoring how this form works to capture the critical elements of courses for review by faculty assigned to teach them and for assessment purposes.

The Committee appreciated the opportunity to listen to initiators Tuuri and Samuels overview their proposals and to ask questions.

The Committee discussed the requirement for the CITS BS that a student demonstrate participation in an association related to the degree field. Some members are concerned that this requirement poses a financial liability that might be problematic for some students. Some members are concerned with the mechanism for assessing the “participation” of the student. Some members are concerned that this co-curricular requirement falls outside of the purview of the UCC. Prof. Tuuri indicated that this young program has not experienced difficulties with this requirement yet, and he is prepared to address our concerns when the program goes under review in the next APR cycle.

The Committee discussed the accrediting body’s requirement that a Master of Social Work degree be supported with an appropriate number of faculty dedicated to the program. We appreciated the arguments articulated in the PCAF and agreed to by Administration that appropriate additions will be made to the faculty to support accreditation after the three year probationary period. We learned that this proposal responds to demand from graduates of the BSW program and that an appropriate cohort of students is probable for the first two years of the program. We must, however, wait for support from the University Graduate and Professional Council before approving this proposal.

The UCC continues to meet on Monday at noon in CSS 302, as needed.