Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular
department and college procedures. The approved course should be submitted to the University Curriculum
Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum
Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational
Studies Program Office by August 19, 2011.

Part I. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: SOCWRK 101: Introduction to Social Welfare</th>
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<tbody>
<tr>
<td>Type of Foundational Studies Course – (Choose One):</td>
</tr>
<tr>
<td>[x] DLS (Disciplinary Lens – Social Science)</td>
</tr>
<tr>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
</tr>
<tr>
<td>[ ] DLV (Disciplinary Lens – Visual and Performing Arts)</td>
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<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
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<td>[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)</td>
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<tr>
<td>Includes Lab: [ ] Yes [ ] No</td>
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<tr>
<td>[ ] CID (Communication in the Discipline)</td>
</tr>
<tr>
<td>[ ] FF (Finishing Foundations)</td>
</tr>
</tbody>
</table>

Delivery Format(s) – (Check all that apply):

| [x] Face to Face |
| [ ] Fully Online |
| [ ] Hybrid |
| [ ] Concurrent Enrollment |
| [ ] Other (briefly describe): |
Part II. Syllabus Statement

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. SOCWRK 101 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

SOCWRK 101: Introduction to Social Welfare is designed to
This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Understand the impact and context of oppression and discrimination on individual and social well-being through the analysis of social welfare policy
- Understand how policies and programs have historically risen from and perpetuated oppression and discrimination
- Understand the historical development of major social welfare policies at the local, state, national and international levels
- Demonstrate basic understanding of policy formation, analysis and social justice advocacy
- Demonstrate critical thinking skills through examination of social welfare policies and programs and their impact on social issues
- Students will learn to distinguish questions of fact from questions of value and make meaningful comparisons between their own and other cultural perspectives.
- Students will recognize and understand the choices and responsibilities of involved citizenship. They will develop an informed understanding of the impact of the social welfare system on society’s well-being and the role of individuals in impacting the development of the social welfare system.

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

SOCWRK 101: Introduction to Social Welfare: Students who require reasonable accommodations are responsible for making these arrangements with the instructor. Students who require reasonable accommodations should alert the instructor to their needs during the first class session. All reasonable accommodations will be provided to students as needed per the policies of the Disability Resource Center.
Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
Boise State University  
Foundational Studies Course  
Spring 2014  

Course Number and Title: SOCWRK 101: Introduction to Social Welfare  

## Course Design Table  

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| ULO 11.1: Understanding of individuals as members of a particular culture and/or community | * Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently.  
* Articulates his/her own place within own culture and examines cultural assumptions about people and the world. | Understand the impact and context of oppression and discrimination on individual and social well-being through the analysis of social welfare policy. | * Written assignment(s) for example, research paper(s) on a social issue that impacts an oppressed/disenfranchised group (e.g. immigration reform, civil rights for GLBT).  
* Exams/Quizzes | * Use of DVD documentary: e.g. showing conflict in a community between townspeople and undocumented workers.  
* Readings: e.g. delineating the dire poverty in Mexico driving people to immigrate.  
* Students encouraged to discuss own life experiences in interacting with different cultures.  
* Lectures covering different minorities: e.g. Women, LGBT group, ethnic minorities, persons with disabilities, etc.  
* Small Group exercises (e.g. creating a cost of living budget compared to poverty line).  
* Attendance |
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| ULO 11.2: Understanding of historical and/or cultural forces | * Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions  
* Analyzes the world views and/or philosophical assumptions of a given source  
* Draws connections between diverse perspectives | * Understand how policies and programs have historically risen from and perpetuated oppression and discrimination  
* Understand the historical development of major social welfare policies at the local, state, national and international levels | * Exams/quizzes  
* Written assignment(s) | * Assigned readings on various social issues and diverse populations and policy response (e.g. child welfare, mental health, poverty, crime, etc.)  
* Lecture and class discussion/debate  
* Power point presentations on history and development of the American social welfare system  
* Movies (e.g. Hull House)  
* Guest speaker/panel on particular social problems and local policy responses for example |
| ULO 11.3: Reasoning, inquiry, and problem-solving | * Demonstrates an understanding of the theoretical framework that is behind various approaches to education  
* Analyzes own and others’ assumptions and evaluates the relevance of contexts  
* Uses information and analysis to capture the critical elements of the discussion | * Demonstrate basic understanding of policy formation, analysis and social justice advocacy  
* Demonstrate critical thinking skills through examination of social welfare policies and programs and their impact on social issues  
* Students will learn to distinguish questions of fact from questions of value and make meaningful comparisons between their own and other cultural perspectives. | * Written assignment(s) (e.g. policy analysis/proposal for change)  
* Exams/quizzes | * Lectures include model of analyzing social welfare policies. Students can use this model in the written assignments.  
* Class discussion based on controversial social issues and “critical thinking” lecture  
* Written papers require students to use both critical thinking, to site their sources, and to back up their stances or positions with facts  
* Lectures cover different political and economic approaches to social welfare, e.g. conservative, liberal and radical. |
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| ULO 11.4: Responsibility, personal reflection | Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community | Students will recognize and understand the choices and responsibilities of involved citizenship. They will develop an informed understanding of the impact of the social welfare system on society’s well-being and the role of individuals in impacting the development of the social welfare system. | * Service Learning Presentations/Assignment  
* Service learning evaluations  
* Exams/quizzes  
* Written assignment(s)  
* Completion of Service Learning hours | * It is stressed in lectures that knowledge of the social welfare system is essential in becoming an informed and involved citizen.  
* Service Learning is very helpful in helping the student understand the reality of diversity and poverty in the local community by them providing service in agencies serving the poor and special client groups. |

5-16-2013

Foundational Studies Program Director Signature

Date