## 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:

Course Number and Title: **SOCWRK 499/Senior Seminar II**

Type of Foundational Studies Course – (Choose One):
- [ ] DLS (Disciplinary Lens – Social Science)
- [ ] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLV (Disciplinary Lens – Visual and Performing Arts)
- [ ] DLM (Disciplinary Lens – Mathematics)
- [ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
  - Includes Lab: [ ] Yes [ ] No
- [ ] CID (Communication in the Discipline)
- [x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
- [x] Face to Face
- [ ] Fully Online
- [ ] Hybrid
- [ ] Concurrent Enrollment
- [ ] Other (briefly describe):
Part II. Syllabus Statement:

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. SOCWRK 499: Senior Seminar II satisfies three credits of the Foundational Studies Program’s Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

• Write effectively in multiple contexts for a variety of audiences (ULO 1).
• Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse (ULO 3).
• Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team (ULO 4).

SOCWRK 499: Senior Seminar II is designed to be the capstone course assigning students with integrating classroom learning with learning in the field practicum. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

• Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1).

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 499: Senior Seminar II: Students who require reasonable accommodations are responsible for making these arrangements with the instructor. Students who require reasonable accommodations should alert the instructors 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.
Part V. Additional Justification (Optional):
If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

It is important to note that the School of Social Work has every intention of meeting the University requirements for the Finishing Foundations Curricula, as well as the requirements for Schools of Social Work accredited by our profession accrediting body, the Council on Social Work Education (CSWE). There will be one major written capstone project to be completed by the conclusion of the Social Work Finishing Foundation course, SOCWRK 499: Senior Seminar II. The capstone project is still being defined and will require input of the full faculty, however any accepted assignment will include the assessment and data collection mentioned throughout the Finishing Foundations Worksheet, which is attached to these application materials.

Also of importance is that the Finishing Foundations Credit gained in SOCWRK 499: Senior Seminar II is taken concurrently with SOCWRK 480 a 5-credit internship. Many of the ULO requirements are actually evaluated and demonstrated by each student during those 5 credits (480 hours over two semesters) completed in a local social service agency, under the direct supervision of a licensed social worker (field supervisor), and the faculty member assigned to their seminar section (faculty liaison). Grades for SOCWRK 480 and 499 are assigned in coordination between the field supervisor and the faculty liaison.

Foundational Studies Program Director Signature       Date
<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO 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>
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</thead>
<tbody>
<tr>
<td>ULO 1: Writing</td>
<td>Write effectively (purpose):</td>
<td>Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1).</td>
<td>There will be a major written assignment. This project will help social work students to identify professionally as social workers and conduct themselves accordingly. A primer part of conducting oneself as a social worker includes focusing all written (and oral) communication clearly with a specific purpose.</td>
<td>Selected activities may include the following: 1. Facilitate discussion regarding aspects of professional identification as a social worker including the importance of and methods to focus writing and communicate a clear purpose. 2. Provide opportunities for peer review of written work in or outside of class. 3. Provide faculty feedback on all written work.</td>
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<td>Write effective mechanics:</td>
<td>Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1)</td>
<td>There will be a major written assignment. This project will help social work students to identify professionally as social workers and conduct themselves according recognizing that presenting written information as a professional social worker must be mechanically sound.</td>
<td>Selected activities may include the following: • Facilitate discussion regarding aspects of professional identification as a social worker including the importance of controlling syntax, grammar, punctuation, bias, and adhere to the most current version of APA standards.</td>
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<td>ULO 1: Writing</td>
<td>Write for a variety of audiences: • Responds well to the needs of different audiences</td>
<td>Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1)</td>
<td>There will be a major written assignment. This project will help social work students to identify professionally as social workers and conduct themselves according by demonstrating the ability to respond to the unique needs of different audiences (horizontal and vertical relationships, client, community, lawmakers, etc.) through written communication in accordance with the expectations of professional social work.</td>
<td>Selected activities may include the following: 1. Facilitate discussion regarding aspects of professional identification as a social worker including differing needs of various audiences. 2. Provide opportunities for peer review of written work in or outside of class. 3. Provide faculty feedback on all written work.</td>
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<td>ULO 3: Critical Inquiry</td>
<td>Articulate the problem/question/issue: • Clearly identifies and describes the problem; explains how it fits within the discipline’s sphere of inquiry; describes multiple candidate approaches to address it.</td>
<td>Engage in research-informed practice and practice-informed research (SWC 6)</td>
<td>A major written assignment will be evaluated on the student’s ability to clearly demonstrate their ability to clearly identify a problem, articulate the place of the identified problem according to social work theory, and describe various approaches to addressing their chosen problem.</td>
<td>Selected activities may include the following: 1. Facilitate discussion of the problem solving process within the profession of social work and the importance of letting research inform practice and letting practice inform research. 2. Provide assignment guidelines and rubric when appropriate. 3. Provide opportunities for peer review of written work in or outside of class. 4. Provide faculty feedback on all written work.</td>
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| **ULO 3: Critical Inquiry** | *Evaluate reasoning:*  
- Accurately diagnoses failures of reasoning and clearly distinguishes different grades of reasoning quality according to discipline specific evaluative standards. | Apply critical thinking to inform and communicate professional judgments (SWC 3) | A major written assignment will be evaluated on student’s ability to demonstrate their ability to accurately diagnose failures of reasoning in their previous assignments completed during the course of their social work education at BSU and ability their to distinguish different grades of quality reasoning according to social work standards. | Selected activities may include the following:  
1. Facilitate discussion about different grades of reasoning, critical thinking models, etc.  
2. Practice exercises regarding selecting evidence based on quality (observation vs self report)  
3. Encourage questions in class, during office hours, and via blackboard when appropriate  
4. Provide assignment guidelines and rubrics when appropriate  
5. Provide opportunities for peer review of written work in or outside of class.  
6. Provide faculty feedback on all written work. |
| **ULO 4a: Innovation** | *Makes a contribution to solving a problem:*  
- Develops a coherent plan to identify and address a need, recognizing consequences of solution and can articulate reason for choosing solution. | Apply critical thinking to inform and communicate professional judgments (SWC 3) | A major written assignment will be evaluated on student’s demonstration of their ability to develop a coherent plan to address a need, recognize, and articulate consequences of possible solutions by completing a learning contract. *Note:* A learning contract is a student specific plan to address student learning needs, goals, tasks, and evaluation methods. It is signed by the student, faculty field liaison/seminar instructor, and field supervisor (social worker providing supervision of 480 practicum hours) | Selected activities may include the following:  
1. Facilitate in class exercises to assist in completion of learning contracts  
2. Facilitate in class exercises to use critical thinking skills especially in order to recognize learning opportunities and professional goals and growth  
3. Conduct field visits to sign learning contracts |
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| ULO 4b: Teamwork | Contributions to team meetings:  
• Helps the team move forward by articulating the merits of alternative ideas or proposals. | Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1) | Teamwork is largely evaluated in coordination with the field supervisor (social worker supervising 480 hour internship), the student’s self-evaluation, and faculty liaison (seminar instructor). The faculty member actually assigns the grade through the university grading system, however the evaluation is done largely through observation of the student by the field supervisor. The quantified observations of the field supervisor are compared to the student’s self-evaluation and are reported though the midterm and end of semester evaluation form during a field visit in which the student, field supervisor, and faculty liaison are present. | Selected activities may include the following:  
1. In class review of the midterm and final evaluation form  
2. On site review of the evaluation form with student and field supervisor  
Problem solving with the student and agency when appropriate |