

SUNY BROCKPORT

Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(585) 395-2586 (Fax) 395-2246

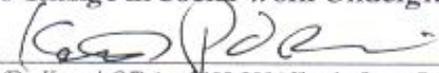
Resolution # 37
2003-2004
FACULTY SENATE

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: **May 3, 2004**

RE: I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
⇒ III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Minor Change in Social Work Undergraduate Requirement**

Signed:  Date: 5/12/04
(Dr. Kenneth O'Brien, 2002-2004 Faculty Senate President)

TO: The Faculty Senate

FROM: ^{John B. Clark}
Dr. Paul Yu, College President

RE: I. Decision and Action Taken on Formal Resolution (circle)

a. Accepted Effective Date: 7/6/04

b. Deferred for discussion with the Faculty Senate on ___/___/___

c. Unacceptable for the reasons contained in the attached explanation

⇒ II, III. Response to Recommendation or Other/FYI

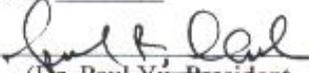
a. Received and acknowledged

b. Comment:

DISTRIBUTED TO: President's Staff
Dean's Council

O: Originator, Academic
advisement, Registrar

Distribution Date: _____

Signed:  Date: 7-6-04
(Dr. Paul Yu, President, SUNY College at Brockport)
Dr. John B. Clark, Interim President

**FACULTY SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: FEBRUARY 23 - Proposals received after the deadline may not be reviewed until next semester.

Submit all proposals to the Faculty Senate President electronically or on a disk with a hard copy.

Please provide cover page information requested.

facprez@brockport.edu, fSenate@brockport.edu

Faculty Senate Office, 426 Allen Building

NUMBER TO BE ASSIGNED BY SENATE OFFICE

ROUTING
NUMBER*

#68 03-04 UC

1. PROPOSAL TITLE:

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Minor Change in Social Work undergraduate requirement; eliminate SWO 331 Experiential Learning, (3 credits) and replace with SWO 322 Social and Economic Justice, (3 credits).

2. BRIEF DESCRIPTION OF PROPOSAL:

To replace a course within the undergraduate Social Work program that provides increased knowledge development of social and economic justice issues in the United States and internationally. Practical components from SWO 331-Experiential Learning have been infused into service learning activities of existing social work courses. Additionally, SWO 322-Social and Economic Justice was created to meet the educational standards established by the Council on Social Work Education, our accrediting body.

3. SUBMISSION & REVISION DATES: PLEASE DATE ALL UPDATED DOCUMENTS and resubmit to the Senate Office electronically prior to Senate review and vote at fSenate@brockport.edu.

First Submission	Updated on	Updated on	Updated on
April 23, 2004			

4. SUBMITTED BY: (contact person)

Name	Department	Phone	Email
Warren Skye, Jr.	Social Work	X-5562	wskye@brockport.edu

5. COMMITTEES TO COPY: (Senate office use only)

Committee	Forwarded To	Date
<input type="checkbox"/> Budget	Committee Chair	4/23/04 (emailed)
<input type="checkbox"/> College Environment	Executive Committee	
<input type="checkbox"/> Enrollment Policies	Senate Floor	
<input type="checkbox"/> General Education	College President	
<input type="checkbox"/> Graduate Curriculum		
<input type="checkbox"/> Personnel Policies		
<input type="checkbox"/> Student Policies		
<input checked="" type="checkbox"/> Undergraduate Curriculum		

*(ROUTING NUMBER WILL BE A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY COMMITTEE INITIALS)

The Undergraduate Social Work Department has voted to make the following change in its requirement of undergraduate social work majors:

SWO 331; Experiential Learning will be replaced by SWO 322; Social and Economic Justice. It is a minor change since it has no impact on the number of credits required of majors and is consistent in scope with both the department's mission and the Council on Social Work Educations accrediting guidelines.

One significant difference is that sections of this course will be offered to the college as a whole whereas SWO 331 was not.

Students participating in this course will develop a greater understanding of social welfare and economic justice as it applies to international applications.

Sincerely,

Warren Skye, Jr., CSW
SUNY Brockport Social Work Department and
Faculty Senate Representative

Social and Economic Justice Syllabus

State University of New York College at Brockport

Department of Social Work

Course title: SWO 322 Social and Economic justice (replaces SWO 331: Experiential Learning)

I. Catalog Course Description

This course introduces students to social and economic justice issues in the United States and internationally. Specific attention will be given to inequality arising from race, class, gender, and age. Students will examine social workers' roles in addressing these disparities. This knowledge will enhance the student's understanding of how local, national, and international social policies work to maintain or ameliorate these disparities.

Defining Social and Economic justice and its role in Generalist Social Work Practice:

Social and Economic Justice guides us in creating those organized human interactions we generally refer to as social institutions. In turn, social institutions should operate from the position that society has a primary responsibility to assist its members in fostering a sense of security, obtaining necessary physical needs, and encouraging the pursuit of personal and cultural acceptance. The promotion of Social and Economic Justice also imposes on each of us a personal and professional responsibility to work with others to design and develop our institutions as tools for personal and social functioning, such that each person and/or group has the opportunity to engage creatively in and to have a voice in all aspects of society.

II. Introduction

This course for Social Work majors enhances material from other Social Work foundation courses. Students will learn to understand and apply concepts and information relative to promoting social and economic justice. Students in a Generalist Social Work program should have the opportunity to experience and/or practice the development and application of various efforts aimed at reducing or eliminating social and economic disparities and injustices. To enhance these learning outcomes, the Social Work curriculum provides students with experiential learning activities in various community settings. This course provides Social Work students with the opportunity to improve their understanding of social work's commitment to social justice and economic justice.

III. Course Objectives

Students are expected to:

1. Become familiar with concepts of Social Justice and of Economic Justice;
2. To Analyze social movements and social and economic conditions relative to political, cultural, social and economic forces;
3. Recognize the role of personal and professional values and ethics as they relate to social movements in promoting social change to reduce disparity;
4. To identify a variety of methods used to bring about social change and economic justice.

IV. Educational Contract

Students are required to submit reflective reaction papers that demonstrate learning across the social work curriculum. To do this students are expected to draw from current and past Social

Work Program required courses as they support understanding of Social and Economic justice course content. There are to be a minimum of 10 papers; 2-5 pages in length that will be submitted at weekly intervals beginning in week three. Students will be required to participate in activities outside of class time. These activities will be addressed in course essays.

Grading:

A 4.00 = 95-100%	C+ 2.33 = 77-79%	C- 1.67 = 70-72%
A- 3.67 = 90-94%	C 2.00 = 73-76%	D+ 1.33 = 67-69%
B+ 3.33 = 87-89%		D 1.00 = 63-66%
B 3.00 = 83-86%		D- .67 = 60-62%
B- 2.67 = 80-82%		E .00 = 59.49%

A/A- = Outstanding Performance: You demonstrated that you understood the concepts, gave appropriate examples, no writing or grammatical errors. Ideas were well developed. Demonstrated excellent critical thinking skills.

B+/B- = Good Performance: You demonstrated that you understood most of the concepts and your examples were a little weak. There are a few problems in the development of your ideas, in writing and grammar; however, they are not severe. Demonstrated good critical thinking skills.

C+ /C = Average Performance: You did not demonstrate clearly that you understood the concepts. Your work does not indicate clear thinking or that much thought went into the assignments. Ideas were not clearly presented and there are several grammatical and writing errors. Demonstrated average critical thinking skills.

*Note! A "C" grade in a required social work course - especially a methods course, often disqualifies a student from eligibility for advanced standing in MSW programs.

**Note! A "C-" grade in a required social work course *is not* a passing grade; the course must be taken again for a BSW degree.

D+/D- = Marginal, just passing (this applies to social work electives only; a grade of "D+", D, or D-" *is not* a passing grade in a required social work course. You barely demonstrate an understanding of the concepts. There are numerous problems in development of your ideas, grammar and writing. Demonstrated little if any ability for critical thinking.

E = Unacceptable: You demonstrate no understanding of the concepts. There are serious to severe problems in development of your ideas, grammar, and writing. Demonstrated no critical thinking skills.

V. Required Text

Readings to be assigned

Lepers & Lunacy.- An American in Vietnam Today
American Class Structure

VII. Course Design

Weeks 1 and 2 Objectives: Introduction and Course Requirements

Students are expected to:

1. Develop an understanding of the course and its relationship to the SUNY Brockport Social Work Program Curriculum
2. Develop a working understanding of concepts of Social and Economic Justice.
3. Develop an understanding of the role of social workers in both supporting and opposing Social and Economic Justice.

Week 3 and 4 Objectives

Students are expected to:

1. Explore the role of personal values and professional ethics as they relate to social and economic justice.
2. Develop an understanding of various factors that have affected social and economic justice within various societies and have resulted in various forms of inequality, violence, oppression, and exploitation.

Weeks 5 and 6 Objectives

Students are expected to:

1. Develop an understanding of civil society.
2. Understand the concepts of distributive and reparative justice.
3. Become familiar with various social movements and organizations aimed at promoting social and economic justice and their relationship to social work.

Weeks 7 and 8 Objectives

Students are expected to:

1. Become familiar with the development of strategies aimed at promoting social and economic justice, specifically the distribution of resources.
2. Develop an understanding of the roles played by community action organizations in bringing about social and economic justice among marginalized groups.
3. Develop an understanding of goal setting strategies aimed at creating social change and economic justice.

Week 9 Objectives

Students are expected to:

1. Become familiar with the role of civil unrest in achieving social change.
2. Become familiar with the various roles of political advocacy in a variety of nations in promoting social and economic justice.

Week 10 Objective

Students are expected to:

1. Explore the impact of imposed social and economic development on various indigenous populations.
2. Examine the ramifications of this form of social and economic oppression.

Week 11 Objective

Students are expected to:

1. Examine the similarities among violations of social and economic justice and their effects upon children, elderly, people with disabilities, and women in various societies.

Week 12 Objective

Students are expected to:

1. Develop an awareness of the role of improved education, information distribution, and information consumption upon marginalized and nonmarginalized populations within the context of social and economic justice.
2. Examine the effects of unequal education, information distribution, and information consumption.

Week 13 Objectives

Students are expected to:

1. Examine relevant social and economic justice principles as they relate to economic development, trade unionism, the World Bank, the International Monetary Fund, and the World Trade Organization.

Week 14 Objective: Class Summation and Review

Students are expected to:

1. Demonstrate learning through group presentations/poster sessions that reflect learned material and experiential or service learning activities.
2. Provide a brief summary reflecting the role of this course content in addressing individual social work interests.

(Revised 9/22/03)

SUNY College at Brockport
Course Registration Form

Complete both sides of form and return to
OFFICE OF REGISTRATION & RECORDS

1. **New Course** Title Change (Prev.Title:
 Content Revised Number Change (Prev. No.:
 Topics Course (if checked, complete item 2)
 Other (describe:

2. TOPICS COURSE ONLY:

- a) Umbrella Course: Discipline___ Number___
b) Umbrella Course Title:
c) Topics Course Title:
d) Topics Courses offered _____ Semester, _____ Year

3. a. Discipline: sw0 Number: 3 2 2
b. Undergraduate Graduate –

4. a. Official Course Title: Social and Economic Justice
b. Course Start Date: Spring 2004 (semester/year)

5. Abbreviated Course Title: (16 spaces)
B. SOCIAL&ECONJUSTC

6. a. Variable Credit? (Y/N) N
b. Semester Hours of Credit 3

7. Type of course: Liberal Arts - Non-Liberal Arts ---G·E· Code

8. Cross Listed: give Disciplines) and Numbers(s): n/a
Prerequisite Courses (Disc/No.): N
Corequisite Courses (Disc/No.): N

9. If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528): n /a

10. Frequency of Offering (check only one):

- | | | |
|--|-------------------------|------------------------|
| (B) Every Fall. | (P) Every Even Fall. | (A) Every Semester |
| (C) <input checked="" type="checkbox"/> Every Spring <input checked="" type="checkbox"/> | (Q) Every Even Spring. | (L) Every Odd Fall |
| (I) Every Summer | (J) Every Other Summer. | (M) Every Odd Spring_ |
| (O) Irregularly. | (G) Every Two Years. | (F) Every Year_ |
| (N) Upon Special Arrangement. | | (H) Every Three Years_ |

11. This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) N

12. Is this course repeatable for multiple credit? N

13. Course Description (Copy for catalog: 65 word maximum)

See attachment.

14. Relation to Degrees/Programs? Requirement BSW, Social Work

Elective Other

15. In the space provided, describe:

1. Objectives
2. Outline of Course
3. Methods of Assessing Student Performance
4. Materials (Films, Reading, Etc.)
5. Additional work required of graduate level students if course is a 'swing-course'

See attachment.

Submitted by: Diane C. Dwyer, Chairperson

Chairperson's Approval: (Signature on original)

Dean's Approval:

Director of General Education (if appropriate)

10/98 Registration & Records

Date: 9/22/03

Date: 9/22/03

Date:

Date:

Return to:

OFFICE OF REGISTRATION & RECORDS