Curriculum Development Form — Modify an Existing Course

Course Designator, Number, Title and Number of Credits (i.e. ACCT 1800, Business Law, 3 cr)

CAS 1800 Introduction to Social Work

Date of Proposal: 2-10-15  Author: Deb Salomon

Course Contact:  Deb Salomon  Grading Method: Grade  Pass/Fail

Scheduling:  Fall  Spring  Summer  Alternate Years  Variable  On Demand

Is this proposed course a Liberal Arts and Sciences course?  Yes  No

If yes, which MnTC area(s) will it fulfill (http://mntctransfer.org)?

1 2 3 4 5 6 7 8 9 10

The course is being:  Modified  Deleted (complete Intention Form and obtain signatures)

Describe the modification and the rationale:

This course was originally developed in conjunction with the University of Minnesota–Mankato's equivalent course. Would like to move to LAS for ease of transferability.

Is this course a requirement/elective for a specific program or programs?  Yes  No

If yes, which program(s)? — DARS search

What impact will this modified course have on other program(s)?  None

Attach additional paperwork if necessary

As Faculty Developer, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

Prior to Preparing Documentation

☑ Initiation — idea was submitted to Department Chair(s) and Academic Dean/Director for discussion and support

☑ Completed Intention Form

Continue the Curriculum Development Process

☑ COPY of existing CCO was used to make changes

☑ Double-checked:
  - concise 2-3 sentence course description
  - course name
  - lecture/lab credits and hour breakdown
  - course prefix and number
  - prerequisites
  - MnTC goal area — LAS courses

☑ Completed MnTC Goal Area Cross-walk Template (for LAS MnTC courses only)

☑ Verified measurable course competencies and learning objectives

☑ Considered potential opportunities and impacts of the change on other programs/departments — DARS Search

☑ Proofread documentation for correct content and proper structure on CCOs based on SCC example

☑ Proofread documentation for grammatical and typographical errors

[Signature]

Date  12/15

As Primary Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

☑ Documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)

☑ Proofread documentation for correct content and proper structure on CCOs based on SCC example

☑ Proofread documentation for grammatical and typographical errors

☑ I support this course  ☐ I do not support this course — please provide reason(s):

[Signature]

Date  12/10/16
For LAS (MnTC courses) — As a LAS Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):
☐ LAS course (specifically MnTC courses), documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)

☐ I support this course
☐ I do not support this course — please provide reason(s):

Kurt van Hem
LAS Department Chair Signature
Date

☐ I support this course
☐ I do not support this course — please provide reason(s):

Lisa Holck
LAS Department Chair Signature
Date

☐ I support this course
☐ I do not support this course — please provide reason(s):

Diana Martin
LAS Department Chair Signature
Date

If all 4 LAS Department Chairs do not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.

As Academic Dean/Director, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):
☐ Identified potential opportunities and impacts of the change on other programs/departments — DARS search
☐ Reviewed MnTC Goal Area Cross-walk Template (for LAS MnTC courses only)
☐ MnTC Goal Area is appropriate based on MnSCU guidelines — Transfer Specialist consulted
☐ Verified credentials for faculty teaching the course
☐ Addressed the need for Class Maximum Change Request form
☐ No change in class maximum OR
☐ Change in class maximum — Class Maximum Change Request form completed with all necessary signatures

☐ I support this course
☐ I do not support this course — please provide reason(s):

Peter Willcox
Academic Dean/Director Signature
Date

If Academic Dean/Director does not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution. 
Upload this signed form as a PDF to WIDS Shared Document folder — Curriculum Committee.

Following Curriculum Committee support, this form is completed with final signatures.

Gail H. Buecher
Curriculum Committee Chair Signature
Date

Vice President of Student and Academic Affairs Signature
Date

Modify an Existing Course Form — 12/3/14 — Page 2
SOWK 100 (CSS 1812)* Introduction to Social Work (Copy)

Course Outcome Summary

Course Information

| Description | This course provides students with an introduction to the profession of social work using a generalist model to practice in a diverse society. Students will learn about the history of the profession, values and ethics, roles and tasks, and theories required for social work practice along with various fields of practice. Students will experience group work learning to develop critical thinking skills and professional communication. (Prerequisites: Must have a score of 78 or higher on the Reading portion and 86 or higher on the Sentence Skills portion of the Accuplacer test or completion of READ 0090 with a grade of C or higher) (MnTC Goal Areas 5, 7) |
| Total Credits | 3.00 |
| Total Hours | 48.00 |

Types of Instruction

| Instruction Type | Credits/Hours |
| Lecture | 3/48 |

Pre/Corequisites

Must have a score of 78 or higher on the Reading portion of the Accuplacer test or completion of READ 0090 with a grade of C or higher.

Must have a score of 86 or higher on the Sentence Skills portion of the Accuplacer test or completion of ENGL 0090 with a grade of C or higher.

Institutional Core Competencies

Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.

Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.

Intercultural knowledge and competence: Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.

Written and oral communication: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication.

Course Competencies
1. **Explore the history of social work as a profession.**

   **Learning Objectives**
   - Examine how society's view of dependency influenced the responsibility of social welfare.
   - Compare and contrast the Charity Organization Society Movement and the Settlement House Movement approaches to dependency.
   - Identify elements that constitute social work as a profession.

2. **Explain the Generalist Model of social work practice.**

   **Learning Objectives**
   - Examine generalist systems theory on all levels: micro, mezzo, and macro.
   - Explore the ecosystem theory.
   - Articulate the dual focus of social work - individual in the physical and social environment - and how this differs from other professions.
   - Identify various roles of a social worker in all three systems levels.

3. **Explore the current social service delivery system.**

   **Learning Objectives**
   - Discuss social welfare as an institution.
   - Examine the role of stigma related to "welfare".
   - Compare and contrast private vs public services.
   - Identify various funding streams in service delivery.

4. **Explore social justice issues in society and implications of injustice in social work practice.**

   **Learning Objectives**
   - Discuss diversity issues as related to the social environment.
   - Understand the history of oppression and society's treatment of various populations.
   - Examine personal views of diversity.
   - Explore theories that explain social injustice and power differential.
   - Discuss practice strategies for addressing social justice issues.

5. **Explore the meaning of diversity and implications of power differentials among minority groups.**

   **Learning Objectives**
   - Describe responses to dominance.
   - Discuss impact of religion on beliefs and culture.
   - Explore various theories of societal responses to social problems.

6. **Illustrate an empowerment approach in social work practice.**

   **Learning Objectives**
   - Review social work code of ethics as stated in the NASW Code of Ethics Handbook.
   - Discuss ethical dilemmas when working with at risk populations.
   - Explore possible solutions to ethical dilemmas.
   - Identify how individual values affect ethical decisions.
   - Explore the strengths-based perspective and interpersonal skills that are elements of the professional relationship.

7. **Discuss social policy as a process and a product.**

   **Learning Objectives**
   - Identify steps in creating and evaluating social policy to alleviate a social problem.
   - Identify steps in evaluating the effectiveness of social policy in addressing needs.
   - Illustrate how social policy has shaped social work practice through history.

8. **Examine the issue of poverty in the United States and intersectionality with other social issues.**

   **Learning Objectives**
   - Explore data about the characteristics of who is living in poverty today.
   - Explore the effects of wealth inequality.
   - Discuss the many social issues related to poverty and why this is such a complex issue.
   - Explore theories that explain poverty and dependence.
Illustrate ways society has attempted to deal with poverty past and present.

9. **Explore the role of the social worker within various fields of practice.**
   Learning Objectives
   Examine social work practice within a specific field of practice.
   Identify possible value and ethical dilemmas in a practice setting.
   Examine the fit of personal values and interpersonal characteristics to specific fields of practice.

10. **Demonstrate professional oral and written communication.**
    Learning Objectives
    Locate and evaluate information about social issues from a variety of sources and viewpoints.
    Apply correct use of APA formatting to written assignments.
    Demonstrate professional use of oral communication in a class presentation.

11. **Identify how social workers act to facilitate social change.**
    Learning Objectives
    Discover factors associated with social change.
    Identify obstacles to social change.
    Define the role of advocacy in social change.

**SCC Accessibility Statement**

If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page [http://southcentral.edu/academic-policies/disability-rights.html](http://southcentral.edu/academic-policies/disability-rights.html)
**Curriculum Development Form — Modify an Existing Course**

**Course Designator, Number, Title and Number of Credits (i.e. ACCT 1300, Business Law, 3 cr)**

- CS 1510 Social Work Services

**Date of Proposal:** 2/27/20

**Course Contact:** Deb Salzman

**Grading Method:** ☐ Grade ☐ Pass/Fail

**Scheduling:** ☑ Fall ☑ Spring ☐ Summer ☐ Alternate Years ☐ Variable ☐ On Demand

**Is this proposed course a Liberal Arts and Sciences course?** ☐ Yes ☐ No

**If yes, which MnTC area(s) will it fulfill (http://mntransfer.org)?**

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

**The course is being:** ☑ Modified ☐ Deleted (complete Intention Form and obtain signatures)

**Describe the modification and the rationale:** This course was originally developed in conjunction with [University Name]’s equivalent course. I would like to move to LAS for ease of transferability.

**Is this course a requirement/elective for a specific program or programs?** ☑ Yes ☐ No

**If yes, which program(s)? — DARS search ☐ LAS Degree**

**What impact will this modified course have on other program(s)?**

**Attach additional paperwork if necessary**

As Faculty Developer, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

- ☑ Prior to Preparing Documentation
  - Initiation — idea was submitted to Department Chair(s) and Academic Dean/Director for discussion and support
  - Completed Intention Form

- ☑ Continue the Curriculum Development Process
  - COPY of existing CCO was used to make changes
  - Double-checked:
    - concise 2-3 sentence course description
    - course name
    - course prefix and number
    - course description
    - lecture/lab credits and hour breakdown
    - prerequisites
    - MnTC goal area — LAS courses
    - Completed MnTC Goal Area Cross-walk Template (for LAS MnTC courses only)
    - Verified measurable course competencies and learning objectives
    - Considered potential opportunities and impacts of the change on other programs/departments — DARS Search
  - ☑ Proofread documentation for correct content and proper structure on CCOs based on SCC example
  - ☑ Proofread documentation for grammatical and typographical errors

**Faculty Developer Signature**

**Date** 2/27/20

As Primary Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

- ☑ Documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)

- ☑ Proofread documentation for correct content and proper structure on CCOs based on SCC example

- ☑ Proofread documentation for grammatical and typographical errors

- ☑ I support this course ☐ I do not support this course — please provide reason(s):

**Primary Department Chair Signature**

**Date** 2-18-15
For LAS (MnTC courses) — As a LAS Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

☐ LAS course (specifically MnTC courses), documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)

☐ I support this course
☐ I do not support this course — please provide reason(s):

[Signature]
LAS Department Chair Signature
Date

☐ I support this course
☐ I do not support this course — please provide reason(s):

[Signature]
LAS Department Chair Signature
Date

☐ I support this course
☐ I do not support this course — please provide reason(s):

[Signature]
LAS Department Chair Signature
Date

If all 4 LAS Department Chairs do not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.

As Academic Dean/Director, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

☐ Identified potential opportunities and impacts of the change on other programs/departments — DARS search
☐ Reviewed MnTC Goal Area Cross-walk Template (for LAS MnTC courses only)
☐ MnTC Goal Area is appropriate based on MnSCU guidelines — Transfer Specialist consulted
☐ Verified credentials for faculty teaching the course
☐ Addressed the need for Class Maximum Change Request form
☐ No change in class maximum OR
☐ Change in class maximum — Class Maximum Change Request form completed with all necessary signatures

☐ I support this course
☐ I do not support this course — please provide reason(s):

[Signature]
Academic Dean/Director Signature
Date

If Academic Dean/Director does not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.

Upload this signed form as a PDF to WIDS Shared Document folder — Curriculum Committee.

Following Curriculum Committee support, this form is completed with final signatures.

[Signature]
Curriculum Committee Chair Signature
Date

[Signature]
Vice President of Student and Academic Affairs Signature
Date
South Central College

SOWK 105 (CSS 1813)* Social Welfare Services (Copy)

Course Outcome Summary

Course Information
Description
This course will discuss the history of social welfare as an institution. Various social problems will be examined and discussed in terms of at-risk populations, societal norms and values, and how policy is developed to address these problems. (Prerequisite: ENGL 100) (MnTC Goal Areas: 5, 7)

Total Credits: 3.00
Total Hours: 48.00

Types of Instruction
Instruction Type: Lecture
Credits/Hours: 3/48

Pre/Corequisites
Must have a score of 77.5 or higher on the Reading portion of the Accuplacer test or completion of READ 0080 and READ 0090 with a grade of C or higher.

Must have a score of 85.5 or higher on the Sentence Skills portion of the Accuplacer test or completion of ENGL 0080 and ENGL 0090 with a grade of C or higher.

Institutional Core Competencies
Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.

Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.

Intercultural knowledge and competence: Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.

Written and oral communication: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication.

Course Competencies
1. Illustrate how individual issues become social problems.

Learning Objectives
Describe the characteristics of dependency and what constitutes a social problem.
Define basic concepts of social welfare.
2. **Demonstrate an understanding of the history and function of our current welfare system.**

   **Learning Objectives**
   - Review the history of our current social welfare system from past to present.
   - Identify how the current political ideology in the majority affects policy and service delivery.
   - Distinguish fact from fiction regarding safety net programs.

3. **Identify how diversity impacts dependency and access to services.**

   **Learning Objectives**
   - Assess how diversity issues (race, ethnicity, gender, culture) intersect with dependency and access to services.
   - Examine the role of stigma and various "isms".
   - Examine personal values and views of diversity.

4. **Examine the role of poverty in social problems.**

   **Learning Objectives**
   - Identify various theoretical explanations of poverty.
   - Identify how personal values and biases affect individual views of poverty and dependency.
   - Examine how political ideology has impacted the social welfare system that addresses poverty through the years.
   - Analyze the effectiveness of current social welfare programs for the poor.
   - Discuss poverty from the perspective of the individual receiving services.

5. **Explore the current social service delivery system addressing housing and homelessness.**

   **Learning Objectives**
   - Examine data regarding who is homeless in America today.
   - Discuss implications of political ideology on service delivery to individuals who are homeless.
   - Discover the main causes of homelessness today.

6. **Assess the current social service delivery system addressing child welfare in the United States.**

   **Learning Objectives**
   - Identify various theories about child abuse and neglect.
   - Define what is meant by child maltreatment.
   - Identify how individual, societal, and social work values compete and impact service delivery in child welfare.
   - Explain the function and goals of the child welfare system in Minnesota.

7. **Characterize the current social service delivery system addressing criminal justice.**

   **Learning Objectives**
   - Explore how various theories define and describe crime.
   - Explain how political ideology is reflected in service delivery.
   - Explore the correlation of crime with poverty.

8. **Identify issues in the current social service delivery system addressing healthcare.**

   **Learning Objectives**
   - Discuss various theories and definitions of health.
   - Compare and contrast the United States healthcare system with a universal healthcare system.
   - Examine how American values influence healthcare.
   - Discuss the complexities of the current healthcare system.

9. **Characterize past and current treatment and services for people with disabilities.**

   **Learning Objectives**
   - Recognize how various disabilities are defined.
   - Compare facts to personal biases regarding people with disability differences.
   - Compare and contrast how the values of society have shaped policy and service delivery over the years.
   - Define advocacy and discuss the role it has played in policy development in the disability field.

10. **Assess the current social service delivery system addressing aging.**
Learning Objectives
Explore how societal values impact services for the elderly.
Define agism and theories regarding aging.
Discuss political ideology involved with service delivery to the elderly.

11. Write a scholarly research paper that examines a current social issue and analyzes current services which address this issue.

Learning Objectives
Define and describe a dependency issue along with services that address the issue.
Illustrate the use of a variety of credible and scholarly sources used to examine a selected issue and services from various viewpoints.
Discuss issues that impact the current service delivery system's ability to serve the target population.
Discuss recommendations for service delivery based on research conducted.

12. Demonstrate professional writing skills by completing an 18-20 page research paper.

Learning Objectives
Apply APA formatting rules to research paper and other written assignments.
Demonstrate proper use of in-text citations, paraphrasing, and direct quotes to avoid plagiarism.
Demonstrate professional writing mechanics in written assignments.

SCC Accessibility Statement
If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page http://southcentral.edu/academic-policies/disability-rights.html
Curriculum Development Form — Modify an Existing Course

Course Designator, Number, Title and Number of Credits (i.e. ACCT 1800, Business Law, 3 cr)
CSST 1814 Social Work Research Projects

Date of Proposal: 2/18/15  Author: Deb. Salmon

Course Contact: Deb. Salmon  Grading Method: F Grade  □ Pass/Fail

Scheduling: □ Fall  □ Spring  □ Summer  □ Alternate Years  □ Variable  □ On Demand

Is this proposed course a Liberal Arts and Sciences course? □ Yes  □ No

If yes, which MnTC area(s) will it fulfill (http://mntransfer.org)?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  ☐ 7  ☐ 8  ☐ 9  ☐ 10

The course is being:  ☑ Modified  □ Deleted (complete Intention Form and obtain signatures)

Describe the modification and the rationale:

[Course modification details]

Is this course a requirement/elective for a specific program or programs? □ Yes  □ No

If yes, which program(s)? — DARS search CSST 1814

What impact will this modified course have on other program(s)? —

Attach additional paperwork if necessary

As Faculty Developer, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

Prior to Preparing Documentation
☒ Initiation — idea was submitted to Department Chair(s) and Academic Dean/Director for discussion and support

☒ Completed Intention Form

Continue the Curriculum Development Process
☒ COPY of existing CCO was used to make changes

☒ Double-checked:
- concise 2-3 sentence course description
- course name
- lecture/lab credits and hour breakdown
- course prefix and number
- prerequisites
- MnTC goal area — LAS courses

☑ Completed MnTC Goal Area Crosswalk Template (for LAS MnTC courses only)

☑ Verified measurable course competencies and learning objectives

☑ Considered potential opportunities and impacts of the change on other programs/departments — DARS Search

☑ Proofread documentation for correct content and proper structure on CCOs based on SCC example

☑ Proofread documentation for grammatical and typographical errors

Deb. Salmon  2/18/15

Faculty Developer Signature

As Primary Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):

☒ Documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Crosswalk Template(s)

☒ Proofread documentation for correct content and proper structure on CCOs based on SCC example

☒ Proofread documentation for grammatical and typographical errors

☒ I support this course  □ I do not support this course — please provide reason(s):

[Primary Department Chair Signature]

2-18-18

Date

Modify an Existing Course Form — 12/9/14 — Page 1
For LAS (MnTC courses) — As a LAS Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):
- [x] LAS course (specifically MnTC courses), documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)

☑ I support this course
☐ I do not support this course — please provide reason(s):

Kurt Dorsch
LAS Department Chair Signature
Date

☐ I support this course
☐ I do not support this course — please provide reason(s):

Lori Hold
LAS Department Chair Signature
Date

☑ I support this course
☐ I do not support this course — please provide reason(s):

Diana Martin
LAS Department Chair Signature
Date

If all 4 LAS Department Chairs do not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.

As Academic Dean/Director, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):
- [x] Identified potential opportunities and impacts of the change on other programs/departments — DARS search
- [x] Reviewed MnTC Goal Area Cross-walk Template (for LAS MnTC courses only)
- [x] MnTC Goal Area is appropriate based on MnSCU guidelines — Transfer Specialist consulted
- [x] Verified credentials for faculty teaching the course
- [x] Addressed the need for Class Maximum Change Request form
  - ☑ No change in class maximum OR
  - ☑ Change in class maximum — Class Maximum Change Request form completed with all necessary signatures

☑ I support this course
☐ I do not support this course — please provide reason(s):

Peter H reck
Academic Dean/Director Signature
Date

If Academic Dean/Director does not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.

Upload this signed form as a PDF to WIDS Shared Document folder — Curriculum Committee.

Following Curriculum Committee support, this form is completed with final signatures.

☑ I support this course
☐ I do not support this course — please provide reason(s):

Julie Altman
Curriculum Committee Chair Signature
Date

☑ I support this course
☐ I do not support this course — please provide reason(s):

Vice President of Student and Academic Affairs Signature
Date
South Central College

SOWK 110 (CSS 1814)* Community Social Service Projects (Copy)

Course Outcome Summary

Course Information

Description: This course is a group-based, experiential learning course that will help students learn problem solving and critical thinking skills to help a target population. Students will learn how to work with action and target groups to assess a social issue, then research, design, implement, and evaluate a community social service project to help address a need that arose from that social issue. (Prerequisites: Must have a score of 78 or higher on the Reading portion and 86 or higher on the Sentence Skills portion of the Accuplacer test or completion of READ 0090 with a grade of C or higher) (MnTC Goal Areas: 5, 7)

Total Credits: 3.00
Total Hours: 48.00

Types of Instruction

Instruction Type        Credits/Hours
Lecture               3/48

Pre/Corequisites

Must have a score of 78 or higher on the Reading portion of the Accuplacer test or completion of READ 0090 with a grade of C or higher.

Must have a score of 86 or higher on the Sentence Skills portion of the Accuplacer test or completion of ENGL 0090 with a grade of C or higher.

Institutional Core Competencies

Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.

Foundations and skills for lifelong learning: Students will display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it impacts the student and others.

Teamwork and problem-solving: Students will demonstrate the ability to work together cohesively with diverse groups of persons, including working as a group to resolve any issues that arise.
Course Competencies

1. **Collaboratively work within a task group to complete a Community Social Service Project.**

   **Learning Objectives**
   - Discuss how diversity influences group dynamics.
   - Identify how Tuckman’s model of group development applied to your group.
   - Identify conflict which arose among group members.
   - Address conflict in a professional manner.
   - Explore how group dynamics evolved over the semester.

2. **Identify issues specific to marginalized populations.**

   **Learning Objectives**
   - Identify individual and structural explanations of the chosen social problem.
   - Explore the history of prejudice and discrimination in a selected target population.
   - Explore what unmet needs of the target population arose from the social problem.

3. **Conduct a needs assessment of the problem identified.**

   **Learning Objectives**
   - Complete an assessment of the social problem which affects the target population selected utilizing reliable and scholarly sources.
   - Identify strengths and needs of the target population in terms of the problem being faced.
   - Research current services that address the needs of the target population.
   - Identify gaps in the current service delivery system.

4. **Collaborate with an action system or systems to implement a CSSP.**

   **Learning Objectives**
   - Develop a plan of how to address a need area within the local community including goals to achieve.
   - Contact people and/or agencies identified to assist in the CSSP using professional verbal and written skills.
   - Identify possible stakeholders and resources needed.

5. **Complete two events in the CSSP: one to educate a target population; and the other to help a target population.**

   **Learning Objectives**
   - Educate a target population about the social issue chosen based on research conducted.
   - Assist a target group in obtaining resources or services needed.
   - Identify a possible continuation plan.
   - Market events planned.

6. **Evaluate the effectiveness of the CSSP.**

   **Learning Objectives**
   - Employ a summative method of assessing goals.
   - Employ a formative method of assessing goals.
   - Identify what changes could have been made to increase the effectiveness of the CSSP.

7. **Demonstrate professional communication skills.**

   **Learning Objectives**
   - Demonstrate professional oral and written communication when contacting and working with stakeholders.
   - Utilize professional language that reflects social work values and ethics of empathy and acceptance of diverse populations.
   - Conduct a professional presentation of the CSSP to the class.

8. **Demonstrate professional writing skills.**

   **Learning Objectives**
   - Conduct research utilizing a variety of credible and scholarly sources.
   - Employ proper writing mechanics in all written reports.
   - Demonstrate proper APA formatting in written reports.

9. **Explore own strengths and areas of personal growth in group process learning and completion**
of the CSSP.

Learning Objectives
Discuss fit of group leader and secretary role.
Discuss how values and beliefs about the social issue and target population changed over the course of the CSSP.
Explore what informal roles and group behaviors were personally demonstrated.
Discuss how this group process experience will benefit your professional career.

SCC Accessibility Statement
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