

Application for Inclusion in the Liberal Education Core

Course Title: IDIS 100—Introduction to Social Welfare Services

Department Chair Approvals: Social Work—9-25-13; Sociology—5-2-14

College Approvals: COEHS--10-4-13; CASCC—5-8-14

ULEC Approval--

No Prerequisites

IDIS 100 **Introduction to Social Welfare Services** addresses two learning outcomes **Responsibility (R2-** Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures) and **Integration (IL1-** learning across courses and disciplines within and beyond campus).

Questions 1-6 are addressed in the table below. Course outline attached.

UWEC LE Experience	Learning Outcomes	Learning Experience/Content	Assignments	Elements to be evaluated
<p><i>Responsibility</i> Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and global interdependent world.</p>	<p>R2 Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.</p>	<p>Foundations in social welfare concepts, values, cultural worldviews/political perspectives (4 weeks)</p> <p>Historical development of social welfare system in the US- thematic discussion of the experience of people of color, women, and people that are poor. (6 weeks)</p>	<p><i>Assignments 1 – Response to a Killer Bargain – Exploring global interdependence</i> <i>Assignment 2 – (R2 A, IL A)</i> Reflections on political perspectives (R 2 A)</p> <p><i>Assignment 3 – Critical Understanding of Concepts, social welfare, social justice, charity, human rights (R2 C)</i></p> <p><i>Assignment #4 – Other cultural worldviews regarding quality of life issues. R2 C</i></p> <p>Readings and discussion of Platt & Cooreman’s article on the <i>Multicultural Chronology of Social Welfare</i> in the US understanding the impact of policies designed to elevate</p>	<p>R2 A Students demonstrate knowledge about the world’s diverse cultures and values <i>Assignment # 1</i></p> <p>R2 C Student understands that individual and collective decisions have ethical and global implications. <i>Assignment # 3</i></p> <p>R2 B, Students evaluates global systems/institutions, and/or relations of power in a historical context. <i>Assignment # 6 R2 B, IL B</i></p>

			homogeneity. <i>Assignment #6</i> Reflective response about a single film.	
Integration: Integrate learning across courses and disciplines within and beyond campus.	IL1. Integrate learning across courses and disciplines Apply knowledge, skills or responsibilities gained in one academic or experiential context to other contexts	Examining of social problems and social welfare services that address the social issues, making connections political perspectives, bringing a historical outlook and considering alternatives. (4 weeks) <i>NB: Integration is vertically built-in throughout the course content and assignments built on each other to integrate learning beyond the four weeks.</i>	Assignment # 5 Term project – examining a social issue, interviews human service providers/service users to understand the issue. Integrates knowledge from economics, political science and women studies. (IL A, B, & C)	IL A -Student demonstrates a developing sense of self as a learner by connecting academic knowledge to own experiences Assignment # 1; Assignment # 2 (IL A), IL B -Student makes connections across disciplines (<i>Assignment# 6</i> response to documentaries looking at thematic historical policies) (IL B) ILC - Student applies skills, knowledge, or methodologies gained in one academic or experiential context to a different academic or experiential context. (Assignment # 5 – Term Project) (IL C)

For each outcome identified, it is expected that applicants will provide the following information:

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.
 - *IDIS 100 Introduction to Social Welfare is organized into three broad areas 1) foundation of social welfare addressing values, cultural worldviews, ideology/political perspectives and exploration into the meanings of social welfare as a concept, social welfare as an institution, human rights and social justice to provide dialogue about global*

interdependence. The course begins with viewing of a documentary that highlights global quality of life issues connecting social, economic and environmental issues. Further the foundation material encourages student to see how individual decisions/ local decisions have global impacts. Part one introduces ethical decision making about social issues.

- *2) historical development of social welfare system in the United States with examples drawn internationally to highlight diverging cultural worldviews. This content facilitates an evaluation of the impact of systems i.e. political economic systems, social welfare systems, institutions and issues in local and global contexts and across cultures even within the US context.*
3) examining of social problems and social welfare services that address the social issues, making connections political perspectives, bringing a historical outlook, incorporating an interview of service provider/consumer and considering alternatives.
2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.
[In terms of pedagogy the course uses dialogic discussions and reflections. Also, the course uses films/documentaries to encourage discussions and students informally interview service providers and/or consumers to make connections with social welfare services in the area]
 3. Identify and provide a rationale for the presence of all prerequisites.
[NO Prerequisites]
 4. Describe the student work for the identified outcome that will be collected, assessed (according to LE Core Rubrics) and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.
[Five short reflective (2-4 pages) assignments will be submitted as outlined in the table above and the course outline attached. Two oral presentations will be completed, one on comparing US worldview with “other” cultural worldviews and an integrative assignment students working individually and/or in groups to examine social problems and social welfare services that address the identified social issues. Student will make connections with political perspectives to offer a glimpse to how other societies address a similar problem. Students connect their examination of social issues using a historical lens and provide alternatives. Students are expected to interview a human service provider/consumer of human services and incorporate their learning to the oral presentation.
 5. Provide additional information on the learning experience such as: (see attached course outline)
 - Sample readings
 - Topical outline and timetable
 - Learning outcomes
 - A brief description of the experience (300 words)

This course is designed to teach/learn about social welfare broadly as well- being, as such introduces the idea of global interdependence. The course considers the narrower definitions of social welfare as an institution framed within specific worldviews, values and ideologies. Because of a history of subjugation in issues of well-being “other” cultural worldviews are explored. IDIS

100 Introduction to Social Welfare is organized into three broad areas 1) foundation of social welfare addressing values, cultural worldviews, ideology/political perspectives and exploration into the meanings of social welfare as a concept, social welfare as an institution, human rights and social justice; 2) historical development of social welfare system in the United States with examples drawn internationally to highlight diverging cultural worldviews 3) examining of social problems and social welfare services that address the social issues, making connections political perspectives, bringing a historical outlook and considering alternatives.

6. Considering existing department/program resources please provide answers to the following:
- How many sections of the experience will be offered in the Fall semester? Three (3)
 - How many sections of the class will be offered in the Spring semester? Three (3)
 - What will be the average size for each section of the class? (35 students)

Note: We plan to offer an additional bundled section in the spring with enrollment limited to 20 students. We also plan to offer the course online during Winterim and Summer with a minimum of 15 seats for each offering.