



Curriculum Proposal *With drawn*

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	<u>12</u>
College:	<u>Social and Behavioral Sciences</u>	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	<u>Social Work</u>	<input type="checkbox"/>	Graduate	Academic Year	<u>05-06</u>
Program:			CIP #	(For Office Use Only)	
Type of Change:	<u>PROGRAM PROPOSALS</u>				
Proposed:	<u>Change in Requirements-Course(s) Deleted</u>				
Title Current:	<u>Senior Paper</u>	Course Designator and Number	Number of Credits		
Title Proposed:		<u>SOWK 495</u>	<u>2</u>		
24-Char. Abbrev:		(if applicable)			

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
Required senior capstone experience. Taken with SOWK 443. Pre: SOWK 314 F,S

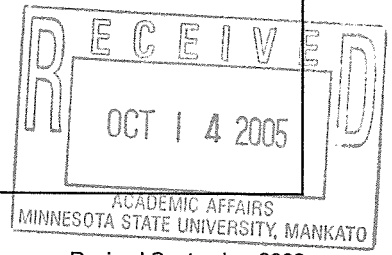
Rationale or Justification for change:
See attached

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course:	
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)	
<u>N/A</u>		<input type="checkbox"/>	Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
<u>N/A</u>		<input type="checkbox"/>	Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
<u>N/A</u>			
<p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing.</p> <p>? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 			

*****For New Courses*****

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
<ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		



SOWK 495 – Senior Paper

Change in Requirements – Course(s) Deleted

This change removes the *requirement* for this course as part of the social work major. Previously used as the ‘capstone’ event, this course has been assessed over the past 3-4 years as not adequately meeting that need. The sequencing of this course within the curriculum occurs too early to capture all the content required for a capstone. The capstone function will be shifted to SOWK 411 Social Work Practicum Seminar (for which we are also seeking a name and number change SOWK 450 - Integrative Seminar). This seminar, in the final semester of the academic program, is where students can realistically integrate the knowledge gleaned from classes into the development of the skills and values necessary for practice.

The two credit “loss” will be absorbed by the addition of SOWK 447 – Practice IV (along with one credit from SOWK 445 - Practice III) thus keeping this proposed change “credit neutral”.

Although there is recognized value in having students complete a major writing assignment as an undergraduate, that opportunity can and will be offered in another form. We will also be requesting that this course, SOWK 495, under separate cover, be renamed and offered for elective credit.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

W. Anderson 6/05
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Fred Alarum 8-30-05
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

William F. Hooper 10/14/05
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

Sr. Vice President / Vice Pres. Academic Affairs Date

Comments: