WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department  Sociology / Criminal Justice  Date  2/13/12

CAST 301  Child Advocacy Studies 1: Perspectives on Maltreatment and Child Advocacy  3
Course No.  Course Name  Credits

Prerequisites  None  

GEP Goal Area(s):*

CORE GOAL AREAS
  _ Goal 1: Communication
  _ Goal 3: Natural Science
  _ Goal 4: Mathematics/Logical Reasoning
  _ Goal 5: History and the Social and Behavioral Sciences
  _ Goal 6: The Humanities and Fine Arts
THEME GOAL AREAS
  _ Goal 7: Human Diversity
  _ Goal 8: Global Perspective
  _ Goal 9: Ethical and Civic Responsibility
  _ Goal 10: People and the Environment
* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

  _ Intensive:
    _ 1. Writing
    _ 2. Oral Communication
    _ 3. a. Mathematics/Statistics
      _ b. Critical Analysis

  _ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

| Angie Scott | 507-459-1266 | ascott@winona.edu |
| Name (please print) | Phone | e-mail address |

[Revised 9-6-11]
<table>
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<tr>
<th>Student Competencies</th>
<th>Learning Activities</th>
<th>Assessment Plan (“process by which evidence will be collected to demonstrate that the course meets students competencies”)</th>
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<tr>
<td>a. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition;</td>
<td>Lectures, reading, and discussion will examine the historical trends in child maltreatment and child advocacy, philosophical underpinnings of abuse as well as models for understanding maltreatment and advocacy for children. This course will encourage students to analyze case studies using evidence-based research. Students will also learn to critique the reliability of their sources and to recognize biases where they occur.</td>
<td>Each paper / examination and quiz will ask students to demonstrate their knowledge of materials covered in each section and demonstrate mastery of the materials covered in lecture, reading and discussion. Example: When given case studies, students will be able to use evidence-based research to identify potential maltreatment and appropriate responses.</td>
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<td>b. Examine social institutions and processes across a range of historical periods and cultures;</td>
<td>Lectures, reading, discussion, and projects in this course will examine a range of social institutional responses to maltreatment of children including, family, religion, professionals, and the legal frameworks for responding to a variety of child maltreatment issues. Specifically, this course will examine the development and ongoing implementation of the United Nations Convention on the Rights of the Child (UNCRC) and the Child Abuse and Prevention and Treatment Act (CAPTA) and civil / criminal responses to maltreatment. Students will be exposed to different beliefs through time and through cultures that have shaped the responses to child maltreatment.</td>
<td>Each paper / examination and quiz will ask students to demonstrate their knowledge of materials covered in each section and demonstrate mastery of the materials covered in lecture, reading and discussion. Example: Students will understand the roles of the various social institutions working in the field and their different world views. They will understand how various professionals treat situations differently based on their professional socialization. Students will also demonstrate a better understanding of techniques that will allow them to work more effectively with individuals who represent different professions and different social institutions.</td>
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<td>c. Use and critique alternative explanatory systems or theories</td>
<td>Lectures, readings, discussions, and class projects will examine definitions and indicators of abuse and neglect as well as comparative perspectives on</td>
<td>Each paper / examination and quiz and exercise will ask students to demonstrate their knowledge of materials covered in each section and demonstrate</td>
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<td>d. Develop and communicate alternative explanations or solutions for contemporary social issues</td>
<td>Through lectures, readings, discussion and a project this course will explore what can be done to both prevent child maltreatment and intervene effectively when it does occur.</td>
<td>Each paper, examination and quiz and exercise will ask students to demonstrate their knowledge of materials covered in each section and demonstrate mastery of the materials covered in lecture, reading and discussion. Example: Students will present a group project based on evaluation of a case study staged in the Etta Angel Wheeler mock house. Students will be able to identify the strengths and opportunities of the family and offer multiple solutions that will address issues facing the family.</td>
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<td>child abuse occurrence and intervention around the world. Specifically this class will explore controversial topics in the field of maltreatment as well as theories and opinions on how to best resolve those issues.</td>
<td>mastery of the materials covered in lecture, reading and discussion. Example: Students will be able to critique the effectiveness of the laws and unexpected outcomes. Students will understand multiple perspectives on a controversial topic in the field and clearly discuss multiple theories on that topic in a group presentation.</td>
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WINONA STATE UNIVERSITY
Child Advocacy Studies 301
Summer 2011
Child Maltreatment: Perspectives on Child Maltreatment and Child Advocacy

Instructor: Angie Scott
Telephone: 507-459-1266 best
E-mail: ascott@winona.edu
Classroom: Maxwell Hall 287
Office hours: Monday – Thursday
11:00 – 11:45
and by appointment

Meets University Studies, Unity and Diversity, Critical Analysis requirement.

Critical Analysis
This course meets the requirement of University Studies, Unity and Diversity, Critical Analysis. Throughout the class and assignments, students will be expected to use critical thinking and analytic skills to advance a claim or position. They will need to be able to advance alternative arguments and decision strategies. Finally, students will be expected to recognize and evaluate evidence to advance a claim.

Course description
This course is the introductory course for child advocacy studies. This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary. Much of the work will be hands-on.

Required Texts

Other Suggested Reading


**Learning Plan:**

**Strategies Used to Meet Course Outcomes:**

- Controversial topic assignments
- Case Studies
- Discussion groups
- Lectures/Speakers
- Skills based exercises & assignments
- Quizzes, tests, & papers

**Course Requirements & Evaluation Methods**

1. Controversial topic assignment 15%
2. Final 20%
3. Case study 30%
4. Quizzes 10%
5. Attendance 5%
5. Child experience project 20%
TOTAL 100%

**Attendance**

- 5% for attendance 18 classes
- 4% for attendance 16 or 17 classes
- 2% for attendance 14 – 15 classes
- 0 for attendance 13 classes or less

**Grading Scale**

92-100 = A 84-91 = B 74-83 = C 62-73 = D
Assignments
1. Student groups (of 3-4) will be given one of the following topics and are to do a review of the literature looking at all sides of all issues. They are to turn in detailed outlines of their findings plus an annotated bibliography. For each source in the bibliography, students are to critique the reliability and validity of their source. This assignment is due when you present your topic. A hard copy is to be turned in at class time on the date of the group’s presentation; an electronic copy is to be placed in the drop box on D2L. (See rubric on D2L for questions & terms to be addressed) (15% of grade).

   Topics:
   Firearms homes
   Shaken baby syndrome
   Minnesota’s family assessment vs. CHIPS petitions
   Do all abused children need therapy?
   Parental rights vs. parens patriae
   Laws holding parents responsible for allowing children to witness domestic violence
   Family preservation vs. out-of-home placement
   Corporal punishment
   Permitting cultural specific actions with children, e.g. cupping and coining
   Laws allowing parents to forego medical treatment based on religious Beliefs
   Grandparents rights/visitation

2. Tests including final (30% of grade)
3. Students will be given a case study at the beginning of the semester. They will work in groups (of 3-4 persons) on the case throughout the semester. In working the case, students are to use evidence-based research. That case and the questions to be answered are posted on D2L as is a rubrik and a sample is located their, also. Students are to write a group report and turn it in by class April 7, 2008. They are also to place an electronic copy in the D2L drop box. For this exercise use Napier & Gershenfeld’s model for rational problem solving. (25% of grade)
4. Students are expected to be on time and remain the entire class.
5. Students are to spend five hours interacting with young children they don’t know—ages 2-5. They are to use knowledge gained about both child development and appropriate questioning of young children during these interactions. They are then to write a five page, typed paper (approximately 2,000 words) using critical thinking discussing their experience including what they learned. The paper is to focus mainly on students experimenting with what they have learned and read concerning interactions with young children. Also, briefly discuss: In observing and thinking about these children, how objective were you? In what ways did you find yourself observing children through your own personal experiences? How easy or hard was it to not judge situations? For example, do your standards of cleanliness affect how you view a child? Do your standards or expectations of how children should behave impact how you viewed the children during your experience? Finally, how do you see and interact with children now as compared to before this class. The time spent with the children must be verified. The
paper is to be turned in on March 17, 2008. An electronic copy is to be placed in the dropbox on D2L. (20% of grade)

Remember, in all projects students must evaluate the validity and reliability of information; analyze modes of thought, arguments, explanations, and theories; recognize possible inadequacies or biases in the evidence given to support arguments or conclusions; and advance and support claims accordingly.

All written work in this class must be grammatically correct, well researched and well written. All work should be typed, and double-spaced. Work should demonstrate that students have put time, thought, and effort into it. Work should demonstrate that students understand the knowledge and information. Papers should have the appropriate documentation and references. Citations must be placed appropriately throughout the paper. Incorrect or poor grammar, misspelled words, and typographical errors will result in significantly lowered grades.

**Accommodation:** Any student who feels that he or she may need academic accommodations under the Americans with Disabilities Act should contact the Disability Resource Center, Howell Hall 136, 457-2391.

**Inclusive Excellence**

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

**Winona Campus Resources**

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (www.winona.edu/culturaldiversity/)
- Disability Services, Maxwell 314, 457-2391 (www.winona.edu/disabilityservices/)
- Counseling Center, Integrated Wellness Center 222, 457-5330 (www.winona.edu/counselingcenter/)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Gildemeister 135, 457-5370
- GLBTA Advocate*, 507-457-5330
• Advising and Retention, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Campus Resources

• Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student Support Services is in Krueger Library 219, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.

• If you have a disability, the Disability Services office can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3rd floor, and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit Disability Services as soon as possible.

• College can be very stressful. The Counseling Center is there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Wabasha Hall 220, and they can be reached at 457-5330.

• For help with writing and the development of papers, the English department has a Writing Center available to students and staffed by trained graduate students pursuing their Master’s degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.

• For help with understanding math concepts and solving problems, the Math Achievement Center (MAC) is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Gildemeister 135 and provides free tutoring for all students in math, stat, or math education courses. The center is open 10am-3pm Monday through Friday, and 5pm-7pm Monday through Thursday.

• The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona.
  * Contact the Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 457-5330).
WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

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<th>Department Approval</th>
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<td>Department Chair</td>
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<tr>
<th>Dean’s Recommendation</th>
<th>Yes</th>
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<td>Dean of College</td>
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*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

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Please notify department chair via e-mail that curricular change has been recorded.

{Revised 7-13-11}