

**SOCIOLOGY/SOCIAL WORK**

**Sociology General Major**

A Redeemer Bachelor of Arts with a General Major in Sociology is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge
  - A. a general understanding of the discipline of Sociology as set in a knowledge of the origins and limits of Western culture and society within global context, through the study of a broad liberal arts and science curriculum;
  - B. a general understanding of how Sociology has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped culture and society, including an understanding of Sociology's origins, purposes and conceptual methods.
  - C. a knowledge of a long tradition of Christian approaches to the nature of human social life, social inequality and social justice as pertains to Sociology, with attention to contributions from the Reformed tradition. Students are expected to show how their own analyses draw on Christian contributions in appreciative and critical ways;
  - D. a general knowledge of basic concepts in sociology and their fundamental theoretical interrelations (ASA Goal 5), theory and [...]its role in building sociological knowledge (ASA Goal 2), as well as the role of evidence and qualitative and quantitative methods in sociology (ASA, Goal 3);
  - E. a broad knowledge of the major areas of sociological knowledge and research, including from an interdisciplinary perspective, and to distinguish sociological approaches to analyzing the self [and society] from psychological, economic, and other approaches (ASA Goal 7d);
  - F. an introductory knowledge of at least two specialty areas within sociology, such that the student will be able to: (a) summarize basic questions and issues in the areas; (b) compare and contrast basic theoretical orientations and middle range theories in the areas; (c) show how sociology helps understand the area; (d) summarize current research in the areas; (ASA Goal 9a-d);
  - G. an ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields of sociological inquiry; and
  - H. intellectual abilities and skills of critical thinking and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to lifelong learning (5.10.1)\*.
- II. Knowledge of Methodologies

An understanding of methods of inquiry or creative activity, or both, in Sociology that enables students to:

  - A. discuss the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in Sociology, including how theories reflect the historical context of the times and cultures in which they were developed (ASA Goal 2c); and
  - B. judge what are the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, including the importance of reducing the negative effects of social inequality (ASA Goal 12b).
  - C. begin to develop specific social policy recommendations and research strategies.
- III. Application of Knowledge
  - A. A beginning-level ability to analyze the internal diversity of [North] American society and its place in the international context, such that the student will be able to describe: (a) the significance of variations by race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups (ASA Goal 10) and (c) an initial understanding of methods of social change.

- B. A beginning-level ability of critical analysis so as to: (a) move easily from recall analysis and application to synthesis and evaluation; (b) identify underlying assumptions in particular theoretical orientations or arguments; (c) identify underlying assumptions in particular methodological approaches to an issue; (d) show how patterns of thought and knowledge are directly influenced by political, economic and social structures; (e) present opposing viewpoints and alternative hypotheses on various issues; (f) engage in teamwork where many or different viewpoints are presented (ASA Goal 11); and (g) develop specific policy implications of research and theories (ASA Goal 9e).
  - C. the ability to make use of scholarly reviews, evidence-based practice knowledge, and self-reflexive learning with a beginning sense of critical judgement of the value of the sources.
- IV. Communication Skills
- A. An ability to use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences.
- V. Awareness of Limits of Knowledge
- A. An awareness of the utility of the sociological perspective as one of several perspectives on social reality (ASA Goal 12a) and the limitations of sociological inquiry, theory and methodology; students will have an understanding of critiques of and alternatives to traditional social science research including but not limited to qualitative, feminist, post-colonial, critical, participatory action research, and Aboriginal ways of knowing; students will have an awareness of the limits of their own knowledge, and that of other humans, knowing that we see now as “through a glass darkly,” balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned. They are expected to have some awareness of postmodern theories concerning the contingency of knowledge, in the context of both the reliability of the created order, which allows one to know, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God.
- VI. Maturity and Professional Capacity
- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice.
  - B. An awareness of the principles and ethics of Sociology as respecting the rights, dignity, and worth of all people, and of the importance of reducing the negative effects of social inequality (ASA Code of Ethics Principle D, ASA Goal 12b).
  - C. An awareness of the principles and ethics of Sociology as respecting the rights, dignity, and worth of all people, and of the importance of reducing the negative effects of social inequality (ASA Code of Ethics Principle D, ASA Goal 12b).
  - D. An awareness of principles of professional and scientific responsibility to the broader community and society in which we live and work. The ability to apply and public sociological knowledge in order to contribute to the public good (ASA Code of Ethics Principle E).

*\*\*Note: Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.*

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”

### **Sociology Minor**

A Redeemer Minor in Sociology is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge

- A. A foundational understanding of the discipline of Sociology set in knowledge of the origins and limits of Western culture and society within global context, through the study of a broad liberal arts and science curriculum;
  - B. a preliminary understanding of how Sociology has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped Western culture;
  - C. a familiarity with a long tradition of Christian approaches to the nature of human social life, social inequality and social justice as pertains to Sociology, with attention to contributions from the Reformed tradition. Students are expected to show how their own analyses draw on Christian contributions in appreciative and critical ways;
  - D. a prefatory knowledge of basic concepts in sociology and their fundamental theoretical interrelations (ASA Goal 5), theory and [...]its role in building sociological knowledge (ASA Goal 2), as well as the role of evidence and qualitative and quantitative methods in sociology (ASA, Goal 3);
  - E. a familiarity with the major areas of sociological knowledge and research, including from an interdisciplinary perspective, and to distinguish sociological approaches to analyzing the self [and society] from psychological, economic, and other approaches (ASA Goal 7d);
  - F. an elemental ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields of sociological inquiry; and
  - G. an essential capacity for critical thought.
- II. Knowledge of Methodologies
- A. An understanding of methods of inquiry or creative activity, or both, in Sociology that enables students to:
  - B. begin to discern the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in Sociology; and
  - C. begin to judge what are the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, including the importance of reducing the negative effects of social inequality (ASA Goal 12b).
- III. Application of Knowledge
- A. A familiarity with the internal diversity of [North] American society and its place in the international context.
  - B. A rudimentary ability for critical analysis.
  - C. a preliminary ability to make use of scholarly reviews and primary sources.
- IV. Communication Skills
- A. A rudimentary ability to use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences.
- V. Awareness of Limits of Knowledge
- A. A rudimentary awareness of the utility of the sociological perspective as one of several perspectives on social reality (ASA Goal 12a) and the limitations of sociological inquiry, theory and methodology. Students will have an awareness of the limits of their own knowledge, and that of other humans, knowing that we see now as “through a glass darkly,” balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned. Students will have an awareness of the contingency of knowledge, in the context of both the reliability of the created order, which allows one to know, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God
- VI. Maturity and Professional Capacity

- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice.
- B. An awareness of the principles and ethics of Sociology as respecting the rights, dignity, and worth of all people, and of the importance of reducing the negative effects of social inequality (ASA Code of Ethics Principle D, ASA Goal 12b).
- C. An awareness of principles of professional and scientific responsibility to the broader community and society in which we live and work. The ability to apply and public sociological knowledge in order to contribute to the public good (ASA Code of Ethics Principle E).

*\*\*Note: Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.*

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”

### **Sociology/Social Work General Major**

A Redeemer Bachelor of Arts with a General Major in Sociology/Social Work is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge
  - A. an understanding of sociology/social work set in a knowledge of the origins and limitations of Western culture, within a global context, through the study of a broad liberal arts and science curriculum;
  - B. an understanding of how sociology/social work has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped Western culture, including an understanding of social work’s origins, purposes and practices (5.10.7)\*;
  - C. a familiarity with a long tradition of Christian inquiry into human life and societies, approaches to social problems, social inequality and social justice, with attention to contributions from the Reformed tradition. Students are expected to show how their own analyses draw on Christian contributions in appreciative and critical ways;
  - D. an introduction to multiple theoretical and conceptual bases of sociology / social work knowledge and practice including the social construction of theory and practices that may reflect injustices (5.10.11)\*;
  - E. a broad knowledge of the multiple arenas of professional practice and of other related occupations and professions sufficient to facilitate inter professional collaboration and team work (5.10.12)\*;
  - F. some knowledge in one or more specific practice areas or population groups including but not limited to children & families, persons with disabilities, diverse populations, gender, Aboriginals, poverty, addictions, mental health, criminal justice; and the ability to do research or practice in a field as evidence of understanding its chief contours;
  - G. an ability to undertake systematic inquiry and critical evaluation related to sociology / social work knowledge, practice and methods (5.10.10)\*;
  - H. intellectual abilities and skills of critical thinking and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to lifelong learning (5.10.1)\*.
- II. Knowledge of Methodologies
  - A. An understanding of dominant and alternative methods of practice and inquiry in sociology / social work, including methods of inquiry as well as self-reflexive practice that enables students to:
  - B. identify the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in sociology / social work, including how theories reflect the historical context of the times and cultures in which they were developed (ASA Goal 2c), and sociology / social

work, including a critical analysis of Canadian social work, social welfare history and social policy (5.10.3)\*, and;

- C. discern the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, including an understanding of oppressions (5.10.13)\*, and,
- D. begin to develop practice assessments and understand social contexts using such methods.

III. Application of Knowledge

- A. Beginning level analysis and practice skills pertaining to the origins and manifestations of social injustices in Canada, and the multiple and intersecting bases of oppression, domination and exploitation (5.10.4)\*.
- B. A beginning-level ability to analyze the internal diversity of [North] American society and its place in the international context, such that the student will be able to describe: (a) the significance of variations by race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalization across groups (ASA Goal 10) and (c): and methods of social change
- C. the ability to make use of scholarly reviews, evidence-based practice knowledge, and self-reflexive learning with a beginning sense of critical judgement of the value of the sources.

IV. Communication Skills

- A. A rudimentary ability to use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences

V. Awareness of Limits of Knowledge

- A. An awareness of the potential and limitations of sources of knowledge in sociology / social work including social science research methods for theory and practice; critiques of and alternatives to traditional social science research including but not limited to qualitative, feminist, post-colonial, critical, participatory action research, and Aboriginal ways of knowing.

VI. Maturity and Professional Capacity

- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice.
- B. A familiarity with methods of direct intervention with clients of diverse ethnic, cultural and racial backgrounds within the context of general practice (5.10.6)\*.
- C. An understanding of and ability to apply social work values and ethics in order to make professional judgements consistent with a commitment to address inequality and the eradication of oppressive social conditions (5.10.8)\*.
- D. Awareness of self in terms of values, beliefs and experiences as these impact upon social work practice (5.10.9)\*
- E. An awareness of the principles and ethics of Sociology as respecting the rights, dignity, and worth of all people, and of the importance of reducing the negative effects of social inequality (ASA Code of Ethics Principle D, ASA Goal 12b).
- F. Beginning level preparation to practice in a range of geographical regions and with diverse ethnic, cultural and racial populations (5.10.16)\*
- G. Opportunities to develop an appreciation of social work purposes and ethics and to develop her/his social work values and professional judgement (5.10.15)\*.

**\*\*Note:** Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”

**Sociology/Social Work Honours Major (Sociology Concentration)**

- I. Depth and Breadth of Knowledge
  - A. An in-depth understanding of Sociology/ Social Work, with emphasis on the discipline of Sociology as set in a knowledge of the origins and limits of Western culture and society within global context, through the study of a broad liberal arts and science curriculum;
  - B. An enhanced understanding of Sociology/Social Work and how Sociology has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped culture and society, including an understanding of Sociology's origins, purposes and conceptual methods.
  - C. An in-depth knowledge of a long tradition of Christian approaches to the nature of human social life, social inequality and social justice as pertains to Sociology/Social Work, emphasizing Sociology, with attention to contributions from the Reformed tradition. Students are expected to show how their own analyses draw on Christian contributions in appreciative and critical ways;
  - D. An in-depth knowledge of concepts in Sociology/ Social Work, with an in-depth knowledge of concepts in sociology and their fundamental theoretical interrelations, (ASA Goal 5), theory and [...]its role in building sociological knowledge (ASA Goal 2), as well as the role of evidence and qualitative and quantitative methods in sociology (ASA, Goal 3);
  - E. An in-depth knowledge of the major areas of knowledge and research in Sociology/Social Work, including from an interdisciplinary perspective, with a concentration in Sociology and an ability to distinguish sociological approaches to analyzing the self [and society] from psychological, economic, and other approaches (ASA Goal 7d);
  - F. In-depth and detailed knowledge of several specialty areas within sociology including disability and advanced criminology, such that the student will be able to: (a) summarize basic questions and issues in the areas; (b) compare and contrast basic theoretical orientations and middle range theories in the areas; (c) show how sociology helps understand the area; (d) summarize current research in the areas; (ASA Goal 9a-d);
  - G. a competence in gathering, reviewing, evaluating, and interpreting information relevant to one or more of the major fields of sociological inquiry; and
  - H. intellectual abilities and skills of critical thinking and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to life long learning (5.10.1)\*.
- II. Knowledge of Methodologies
  - A. An understanding of methods of inquiry or creative activity, or both, in Sociology/Social Work that enables students to:
  - B. explain in detail the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in Sociology/Social Work, including how theories reflect the historical context of the times and cultures in which they were developed (ASA Goal 2c) and;
  - C. judge, based on in-depth knowledge, what are the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, emphasizing the importance of reducing the negative effects of social inequality (ASA Goal 12b), including an understanding of oppressions and healing of Aboriginal peoples and implications for sociology of Aboriginal peoples in the Canadian context (5.10.13)\*.
  - D. develop specific social policy recommendations and research strategies.
- III. Application of Knowledge
  - A. Competence in the analysis of the internal diversity of [North] American society and its place in the international context, such that the student will be able to describe: (a) the significance of variations by race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups (ASA Goal 10) and (c) an initial understanding of methods of social change.

- B. Competence in critical analysis so as to: (a) move easily from recall analysis and application to synthesis and evaluation; (b) identify underlying assumptions in particular theoretical orientations or arguments; (c) identify underlying assumptions in particular methodological approaches to an issue; (d) show how patterns of thought and knowledge are directly influenced by political, economic and social structures; (e) present opposing viewpoints and alternative hypotheses on various issues; (f) engage in teamwork where many or different viewpoints are presented (ASA Goal 11); and (g) develop specific policy implications of research and theories (ASA Goal 9e).
  - C. the ability to make use of scholarly reviews and primary sources with a strong capacity for critical judgement of the value of the sources.
- IV. Communication Skills
- A. Competence in the use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences.
- V. Awareness of Limits of Knowledge
- A. An in-depth awareness of the relevance of Sociology/Social Work knowledge and practice, and the utility of the sociological perspective as one of several perspectives on social reality (ASA Goal 12a) and the limitations of sociological inquiry, theory and methodology; students will have an in-depth understanding of the critiques of and alternatives to traditional social science research including but not limited to qualitative, feminist, post-colonial, critical, participatory action research, and Aboriginal ways of knowing; students will have an awareness of the limits of their own knowledge, and that of other humans, knowing that we see now as “through a glass darkly,” balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned. They are expected to have some awareness of postmodern theories concerning the contingency of knowledge, in the context of both the reliability of the created order, which allows one to know, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God.
- VI. Maturity and Professional Capacity
- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice.
  - B. An awareness of, and an ability to apply, principles of professional and scientific responsibility to the broader community and society in which we live and work. The ability to apply and public sociological knowledge in order to contribute to the public good (ASA Code of Ethics Principle E).  
A beginning competence with methods of direct intervention with clients of diverse ethnic, cultural and racial backgrounds within the context of general practice (5.10.6)\*.
  - C. An awareness of, and an ability to apply, the principles and ethics of Sociology as respecting the rights, dignity, and worth of all people, and of the importance of reducing the negative effects of social inequality (ASA Code of Ethics, ASA Goal 12b). Awareness of self in terms of values, beliefs and experiences as these impact upon social work practice (5.10.9)\*.
  - D. An awareness of the principles and ethics of Sociology as respecting the rights, dignity, and worth of all people, and of the importance of reducing the negative effects of social inequality (ASA Code of Ethics Principle D, ASA Goal 12b).
  - E. Preparation to practice in a range of geographical regions and with diverse ethnic, cultural and racial populations (5.10.16)\*
  - F. Opportunities to develop an appreciation of social work purposes and ethics and to develop her/his social work values and professional judgement (5.10.15)\*.

\*\*\*Note: Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”

**Sociology/Social Work Honours Major (Social Work Concentration)**

A Redeemer Bachelor of Arts with an Honours Major in Sociology/Social Work (Social Work Concentration) is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge
  - A. An understanding of sociology/social work and the professional practice of social work set in a knowledge of the origins and limitations of Western culture, within a global context, through the study of a broad liberal arts and science curriculum;
  - B. An understanding of how sociology/social work and the professional practice of social work has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped Western culture, including an enhanced understanding of social work's origins, purposes and practices (5.10.7\*);
  - C. A knowledge of the long tradition of Christian inquiry into human life and societies, approaches to social problems, social inequality and social justice, with attention to contributions from the Reformed tradition. Students are expected to articulate with some depth how their own analyses draw on Christian contributions in appreciative and critical ways;
  - D. Knowledge of multiple theoretical and conceptual bases of sociology / social work knowledge and practice including the social construction of theory and practices that may reflect injustices (5.10.11)\*;
  - E. Knowledge of the multiple arenas of professional practice and of other related occupations and professions sufficient to facilitate inter professional collaboration and team work (5.10.12)\*,
  - F. Detailed knowledge in individual, family, group, community, and policy practice areas as well as several practice areas or population groups including but not limited to persons with disabilities, diverse populations, social justice, Aboriginals, poverty, criminal justice, child welfare and crisis intervention; and the ability to do research or practice in a field as evidence of understanding its chief contours;
  - G. An ability to undertake systematic inquiry and critical evaluation related to sociology / social work knowledge and practice (5.10.10)\*;
  - H. Intellectual abilities and skills of critical thinking and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to life long learning (5.10.1)\*.
- II. Knowledge of Methodologies
  - A. An understanding of dominant and alternative methods in sociology / social work, including methods of inquiry as well as self-reflexive practice that enables students to:
  - B. identify the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in sociology / social work, including a critical analysis of Canadian social work, social welfare history and social policy and their implication for social work practice with diverse populations, including racial minorities (5.10.3)\*, and;
  - C. discern the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, including an understanding of oppressions and healing of Aboriginal peoples and implications for social policy and social work practice with Aboriginal peoples in the Canadian context (5.10.13)\*, and,
  - D. develop practice assessments and understand social contexts using such methods.
- III. Application of Knowledge
  - A. Analysis and practice skills pertaining to the origins and manifestations of social injustices in Canada, and the multiple and intersecting bases of oppression, domination and exploitation (5.10.4)\*.

- B. A beginning level of competence with practice methods and professional skills required for generalist practice (i.e. analysis of situations, establishing accountable relationships, intervening appropriately and evaluating one's own social work interventions) at (5.10.5)\*.
  - C. the ability to make use of scholarly reviews, evidence-based practice knowledge, and self-reflexive learning with a sense of critical judgement of the value of the sources.
- IV. Communication Skills
- A. The ability to use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences
- V. Awareness of Limits of Knowledge
- A. An awareness of the potential and limitations of sources of sociology / social work knowledge and social work practice including social science research methods for theory and practice; critiques of and alternatives to traditional social science research including but not limited to qualitative, feminist, post-colonial, critical, participatory action research, and Aboriginal ways of knowing.
- VI. Maturity and Professional Capacity
- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice.
  - B. A beginning competence with methods of direct intervention with clients of diverse ethnic, cultural and racial backgrounds within the context of general practice (5.10.6)\*.
  - C. An understanding of and ability to apply social work values and ethics in order to make professional judgements consistent with a commitment to address inequality and the eradication of oppressive social conditions (5.10.8)\*.
  - D. Awareness of self in terms of values, beliefs and experiences as these impact upon social work practice (5.10.9)\*
  - E. An awareness of the principles and ethics of Sociology as respecting the rights, dignity, and worth of all people, and of the importance of reducing the negative effects of social inequality (ASA Code of Ethics Principle D, ASA Goal 12b).
  - F. Preparation to practice in a range of geographical regions and with diverse ethnic, cultural and racial populations (5.10.16)\*
  - G. Opportunities to develop an appreciation of social work purposes and ethics and to develop her/his social work values and professional judgement (5.10.15)\*.

*\*\*Note: Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.*

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”

### **Sociology/Social Work Minor**

A Redeemer Bachelor of Arts with a Minor in Sociology/Social Work is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge
  - A. a general understanding of sociology / social work and how they have been shaped by historical forces, philosophical ideas and systems, and religious commitments and worldviews that have shaped Western culture with an introduction to some theoretical and conceptual bases of sociology / social work knowledge and practices that may reflect injustices (5.10.11)\*;

- B. a broad knowledge of the multiple arenas of professional practice and of other related occupations and professions sufficient to facilitate inter professional collaboration and team work (5.510.12)\*,
  - C. some knowledge in one or more population groups including but not limited to children & families, persons with disabilities, diverse populations, gender, Aboriginals, poverty, and criminal justice.
- II. Knowledge of Methodologies
- A. A rudimentary understanding of methods of practice and inquiry in sociology / social work that enables students to:
  - B. begin to discern how insights of sociology / social work contribute to a Christian understanding of social life, social contexts and social injustice and inequality
- III. Application of Knowledge
- A. Beginning level analysis and practice skills pertaining to the origins and manifestations of social injustices in Canada, (5.10.4)\*, *including but not limited to the significance of variations by race, class, gender, and age; (ASA Goal 10)*
- IV. Communication Skills
- A. An introduction to the use of verbal and non-verbal communication skills consistent with the values and practices of sociology / social work.
- V. Awareness of Limits of Knowledge
- A. An awareness of the potential and limitations of sources of knowledge in sociology / social work including social science research methods for theory and practice
- VI. Maturity and Professional Capacity
- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice.

*\*\*Note: Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.*

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”

### **Social Work Minor**

A Redeemer Bachelor of Arts with a Minor in Social Work is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge
  - A. a beginning understanding of social work and the professional practice of social work set in a knowledge of the origins and limitations of Western culture, within a global context, through the study of a broad liberal arts and science curriculum;
  - B. a beginning understanding of how social work and the professional practice of social work has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped Western culture, including an enhanced understanding of social work’s origins, purposes and practices (5.10.7\*);
  - C. a familiarity of a long tradition of Christian inquiry into human life and societies, approaches to social problems, social inequality and social justice, with attention to contributions from the Reformed tradition. Students are expected to articulate with some depth how their own analyses draw on Christian contributions in appreciative and critical ways;

- D. a general knowledge of key theoretical and conceptual bases of social work knowledge and practice including the social construction of theory and practices that may reflect injustices (5.10.11)\*;
  - E. an introductory knowledge of professional practice and of other related occupations and professions sufficient to facilitate inter professional collaboration and team work (5.10.12)\*,
  - F. detailed knowledge in individual, family, group, community, and policy practice areas as well as several practice areas or population groups including but not limited to persons with disabilities, diverse populations, social justice, Aboriginals, poverty, criminal justice, child welfare and crisis intervention; and the ability to do research or practice in a field as evidence of understanding its chief contours;
  - G. an ability to gather, review, evaluate, and interpret information relevant to social work; and
  - H. intellectual abilities and skills of critical thinking and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to lifelong learning (5.10.1)\*.
- II. Knowledge of Methodologies
- A. An understanding of dominant and alternative methods in social work, including methods of inquiry as well as self-reflexive practice that enables students to:
  - B. identify the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in social work, including a critical analysis of Canadian social work, social welfare history and social policy and their implication for social work practice with diverse populations, including racial minorities (5.10.3)\*, and;
  - C. to begin to judge what are valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, including an understanding of oppressions and healing of Aboriginal peoples and implications for social policy and social work practice with Aboriginal peoples in the Canadian context (5.10.13)\*, and,
  - D. develop practice assessments and understand social contexts using such methods as well as begin to develop specific social policy recommendations and research strategies.
- III. Application of Knowledge
- A. Analysis and practice skills pertaining to the origins and manifestations of social injustices in Canada, and the multiple and intersecting bases of oppression, domination and exploitation (5.10.4)\*.
  - B. A beginning level of competence with practice methods and professional skills required for generalist practice (5.10.5)\*.
  - C. Begin to analyse information pertinent to social work practice
  - D. Evaluate the appropriateness of different approaches to solving problems including: analysis of situations, establishing accountable relationships, intervening appropriately and evaluating one's own social work interventions (5.10.5)\*.
- IV. propose solutions to these problems;
- A. a beginning ability to make use of scholarly reviews, evidence-based practice knowledge, and self-reflexive learning with a sense of critical judgement of the value of the sources.
- V. Communication Skills
- A. A beginning ability to use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences
- VI. Awareness of Limits of Knowledge
- A. An introductory awareness of the potential and limitations of sources of social work knowledge and social work practice including social science research methods for theory and practice; critiques of and alternatives to traditional social science research including but not limited to qualitative, feminist, post-colonial, critical, participatory action research, and Aboriginal ways of knowing.

- VII. Maturity and Professional Capacity
- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice.
  - B. A beginning competence with methods of direct intervention with clients of diverse ethnic, cultural and racial backgrounds within the context of general practice (5.10.6)\*.
  - C. An understanding of and beginning ability to apply social work values and ethics in order to make professional judgements consistent with a commitment to address inequality and the eradication of oppressive social conditions (5.10.8)\*.
  - D. Awareness of self in terms of values, beliefs and experiences as these impact upon social work practice (5.10.9)\*
  - E. An awareness of the principles and ethics of Sociology as respecting the rights, dignity, and worth of all people, and of the importance of reducing the negative effects of social inequality (ASA Code of Ethics Principle D, ASA Goal 12b).
  - F. Preparation to practice in a range of geographical regions and with diverse ethnic, cultural and racial populations (5.10.16)\*
  - G. Opportunities to develop an appreciation of social work purposes and ethics and to develop her/his social work values and professional judgement (5.10.15)\*.

*\*\*Note: Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.*

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”

### **Interdisciplinary Minor – Disability Studies**

A Redeemer Minor in Disability Studies is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge
  - A. an understanding of the range of scholarly approaches to the topic of disability, set in a knowledge of the origins and limits of Western culture and society within global context, through the study of a broad liberal arts and science curriculum;
  - B. an understanding of how our approach to disability has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped culture and society.
  - C. a familiarity with a long tradition of Christian approaches to the nature of humanity, personhood, social inequality and social justice as pertains to persons with disability, with attention to contributions from the Reformed tradition. Students are expected to show how their own analyses draw on Christian contributions in appreciative and critical ways;
  - D. a general knowledge of many key concepts, methodologies, theoretical approaches, and assumptions in scholarly approaches to disability;
  - E. an appreciation of the importance of understanding disability from an interdisciplinary perspective,
  - F. an introductory knowledge of the range of disabilities, and the social construction of the concept of disability,
  - G. an ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields of inquiry in the area of disability; and
  - H. intellectual abilities and skills of critical thinking and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to life long learning (5.10.1)\*.
- II. Knowledge of Methodologies

- A. an understanding of dominant methods of scholarly inquiry into the topic of disability, in addition to critical and innovative methods of research including but not limited to qualitative, feminist, post-colonial, critical, and participatory action research that enables students to:
  - B. begin to identify what are the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in the academic study of disability, including how theories reflect the historical context of the times and cultures in which they were developed (ASA Goal 2c); and
  - C. begin to judge what are the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, including the importance of reducing the negative effects of social inequality (ASA Goal 12b).
  - D. begin to develop specific social policy recommendations and research strategies.
- III. Application of Knowledge
- A. A beginning-level ability to analyze disability within the internal diversity of [North] American society and its place in the international context, such that the student will be able to describe: (a) the significance of intersectionality of disability with race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups (ASA Goal 10) and (c) an initial understanding of methods of social change.
  - B. the ability to use a basic range of appropriate techniques to:
    - Analyze information concerning disability;
    - Evaluate the appropriateness of different approaches to solving problems related to disability;
    - Propose solutions to these problems;
  - C. the ability to make use of scholarly reviews and primary sources with a beginning sense of critical judgement of the value of the sources.
- IV. 4. Communication Skills
- A. A rudimentary ability to use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences, including persons with disabilities.
- V. Awareness of Limits of Knowledge
- A. An awareness of the limits of their own knowledge, especially within a hyper-cognitive society, of knowledge as embodied and expressed within the spectrum of human communicative gesture; and of the ways in which the knowledge and perspectives of persons with disability have often been silenced in favour of certain forms of authoritative knowledge; students will develop the ability to critically evaluate the application of knowledge and theory through experiential learning; students will know that we see now as “through a glass darkly,” balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God.
- VI. Maturity and Professional Capacity
- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice, with an emphasis on persons with disabilities.
  - B. qualities and transferable skills necessary for further study, employment, and community involvement in church and society, requiring:
  - C. The exercise of personal responsibility and decision-making in the context of membership in Christ’s Church and as part of God’s world;

- D. Working effectively with others;
- E. behaviour consistent with academic integrity and the ethic of educated Christians, committed to using their learning in service to neighbours with disabilities in terms of inclusion and participation, and to the glory of God.

*\*\*Note: Text in italics is taken from the American Sociological Association's Learning Goals for the Sociology Major.*

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in "Curriculum Objectives for BSW Level Social Work Education", Canadian Association of Social Work Education, 2009"

### **Interdisciplinary Minor – Criminal Justice**

A Redeemer Minor in Criminal Justice is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge
  - A. An understanding of the range of scholarly approaches to the topic of criminal justice, set in a knowledge of the origins and limits of Western culture and society within global context, through the study of a broad liberal arts and science curriculum;
  - B. An understanding of how our approach to crime and criminal justice has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped culture and society.
  - C. A familiarity with a long tradition of Christian approaches to deviance, crime, law and justice, especially as these topics reflect themes of social inequality, and with attention to contributions from the Reformed tradition. Students are expected to show how their own analyses draw on Christian contributions in appreciative and critical ways;
  - D. a general knowledge of many key concepts, methodologies, theoretical approaches, and assumptions in scholarly approaches to criminal justice;
  - E. an appreciation of the importance of understanding crime and criminal justice from an interdisciplinary perspective;
  - F. an introductory knowledge of the forms of crime, and the social construction of the concept of deviance;
  - G. an ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields of inquiry in the area of criminal justice; and
  - H. intellectual abilities and skills of critical thinking and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to life long learning (5.10.1)\*.
- II. Knowledge of Methodologies
  - A. An understanding of dominant methods of scholarly inquiry into the topic of criminal justice, in addition to critical and innovative methods of research including but not limited to qualitative, feminist, post-colonial, critical and participatory action research that enables students to:
  - B. Begin to identify what are the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in the academic study of crime and criminal justice, including how theories reflect the historical context of the times and cultures in which they were developed (ASA Goal 2c); and
  - C. begin to judge what are the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, including the importance of reducing the negative effects of social inequality (ASA Goal 12b).
  - D. Begin to develop specific social policy recommendations and research strategies.
- III. Application of Knowledge

- A. A beginning-level ability to analyse criminal justice within the internal diversity of [North] American society and its place in the international context, such that the student will be able to describe: (a) the significance of intersectionality of crime and criminal justice with race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups (ASA Goal 10) and (c) an initial understanding of methods of change and reform within the criminal justice system.
  - B. the ability to use a basic range of appropriate techniques to:
    - analyze information concerning crime and criminal justice;
    - evaluate the appropriateness of different approaches to solving problems related to crime and criminal justice;
    - propose solutions to these problems; and
  - C. the ability to make use of scholarly reviews and primary sources with a beginning sense of critical judgement of the value of the sources.
- IV. Communication Skills
- A. A rudimentary ability to use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences.
- V. Awareness of Limits of Knowledge
- A. An awareness of the limits of their own knowledge, and of the ways in which the knowledge and perspectives of both offenders and victims have often been silenced in favour of certain forms of authoritative knowledge; students will develop the ability to critically evaluate the application of knowledge and theory through experiential learning; students will know that students will know that we see now as “through a glass darkly,” balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God.
- VI. Maturity and Professional Capacity
- A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice, with an emphasis on victims and offenders of crime.
  - B. qualities and transferable skills necessary for further study, employment, and community involvement in church and society, requiring:
  - C. the exercise of personal responsibility and decision-making in the context of membership in Christ’s Church and as part of God’s world;
  - D. working effectively with others;
  - E. behaviour consistent with academic integrity and the ethic of educated Christians, committed to using their learning in service to neighbours who have been victims or offenders of crime in terms of inclusion and participation, and to the glory of God.

*\*\*Note: Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.*

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”

### **Interdisciplinary Minor – Social Justice**

A Redeemer Minor in Social Justice is awarded to students who have demonstrated:

- I. Depth and Breadth of Knowledge

- A. An understanding of the range of scholarly approaches to the topic of social justice, set in a knowledge of the origins and limits of Western culture and society within global context, through the study of a broad liberal arts and science curriculum;
  - B. An understanding of how our approach to social justice has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped culture and society.
  - C. A familiarity with a long tradition of Christian approaches to social justice, especially as these topics reflect themes of social inequality, and with attention to contributions from the Reformed tradition. Students are expected to show how their own analyses draw on Christian contributions in appreciative and critical ways;
  - D. a general knowledge of many key concepts, methodologies, theoretical approaches, and assumptions in scholarly approaches to social justice;
  - E. an appreciation of the importance of understanding social justice from an interdisciplinary perspective;
  - F. an introductory knowledge of the various types and social construction of the concept of social justice;
  - G. an ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields of inquiry in the area of social justice; and
  - H. intellectual abilities and skills of critical thinking and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to life long learning (5.10.1)\*.
- II. Knowledge of Methodologies
- A. An understanding of dominant methods of scholarly inquiry into the topic of criminal justice, in addition to critical and innovative methods of research including but not limited to qualitative, feminist, post-colonial, critical and participatory action research that enables students to:
  - B. Begin to identify what are the philosophical and worldview assumptions imbedded in the paradigms and conceptual frameworks commonly relied on in the academic study of social justice, including how theories reflect the historical context of the times and cultures in which they were developed (ASA Goal 2c); and
  - C. begin to judge what are the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference, including the importance of reducing the negative effects of social inequality (ASA Goal 12b).
  - D. Begin to develop specific social policy recommendations and research strategies.
- III. Application of Knowledge
- A. A beginning-level ability to analyse social justice within the internal diversity of [North] American society and its place in the international context, such that the student will be able to describe: (a) the significance of intersectionality of social justice with race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups (ASA Goal 10) and (c) an initial understanding of methods of change and reform within various levels of society to facilitate social justice.
  - B. the ability to use a basic range of appropriate techniques to:
    - analyze information concerning social justice;
    - evaluate the appropriateness of different approaches to solving problems related to social justice;
    - propose solutions to these problems; and
  - C. the ability to make use of scholarly reviews and primary sources with a beginning sense of critical judgement of the value of the sources.
- IV. Communication Skills

- A. A rudimentary ability to use verbal and non-verbal communication skills accurately, respectfully and with conviction in a variety of oral and written ways to a range of audiences.
  
- V. Awareness of Limits of Knowledge
  - A. An awareness of the limits of their own knowledge, and of the ways in which the knowledge and perspectives of those with different access to power and resources have often been silenced in favour of certain forms of authoritative knowledge; students will develop the ability to critically evaluate the application of knowledge and theory through experiential learning; students will know that students will know that we see now “through a glass darkly,” balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God.
  
- VI. Maturity and Professional Capacity
  - A. A commitment to and motivation for a lifestyle of service to others, especially to the “least of these”, i.e., those who have experienced oppression, marginalization, and injustice, with an emphasis on those with different access to power and resources.
  - B. qualities and transferable skills necessary for further study, employment, and community involvement in church and society, requiring:
  - C. the exercise of personal responsibility and decision-making in the context of membership in Christ’s Church and as part of God’s world;
  - D. working effectively with others;
  - E. behaviour consistent with academic integrity and the ethic of educated Christians, committed to using their learning in service to neighbours who have with different access to power and resources in terms of inclusion and participation, and to the glory of God.

*\*\*Note: Text in italics is taken from the American Sociological Association’s Learning Goals for the Sociology Major.*

Text marked \* is taken from the 16 objectives (numbered from SB5.10.1 to SB5.10.16) listed in “Curriculum Objectives for BSW Level Social Work Education”, Canadian Association of Social Work Education, 2009”