NORTH CAROLINA STATE UNIVERSITY
GRADUATE COURSE ACTION FORM

NOTE: Click once on shaded fields to type data. To check boxes, right click at box, click “Properties”, and click “Checked” under Default Values.

DEPARTMENT/PROGRAM: Social Work
COURSE PREFIX/NUMBER: SW 502
PREVIOUS PREFIX/NUMBER: N/A
DATE OF LAST ACTION: N/A
COURSE TITLE: Social Welfare Planning and Analysis
ABBREVIATED TITLE: SOC WELFARE PLAN
SCHEDULING: Fall ☑ Spring ☑ Summer ☐ Every Year ☑ Alt. Year Odd ☐ Alt. Year Even ☐ Other ☐
COURSE OFFERED: BY DISTANCE EDUCATION ONLY ☐ ON CAMPUS ONLY ☑ BOTH ON CAMPUS AND BY DISTANCE EDUCATION ☐
CREDIT HOURS: 3
CONTACT HOURS: Lecture/Recitation ☐ Seminar ☐ Laboratory ☐ Problem ☐ Studio ☐ Independent Study/Research ☐ Internship/Practicum/Field Work ☐
GRADING: ABCDF ☑ S/U ☑
INSTRUCTOR (NAME/RANK): Dr. Jocelyn Taliaferro, Assistant Professor
Graduate Faculty Status: Associate ☑ Full ☐
ANTICIPATED ENROLLMENT: Per semester 20 Max. Section 25 Multiple sections Yes ☑ No ☐
PREREQUISITE(S): SW 501
COREQUISITE(S): N/A
PRE/Corequisite for: N/A
RESTRICTIVE STATEMENT: Master of Social Work
CURRICULA/MINORS: Required MSW Qualified Elective N/A
PROPOSED EFFECTIVE DATE: 01/06

CATALOG DESCRIPTION: Reviews a range of frameworks for analyzing social policy. Highlights the relationships among social problems, policies, and programs, and social work practice. Addresses issues of social and economic justice and explores the values and ethical choices involved in various approaches to social welfare policy.

RECOMMENDED BY:
Department Head/Director of Graduate Programs Date

ENDORSED BY:
Chair, College Graduate Studies Committee Date
College Dean(s) Date

APPROVED:
Dean of the Graduate School Date

DOCUMENTATION AS REQUIRED
Please number all document pages
Course Justification ☑ Proposed Revision(s) with Justification ☐ Student Learning Objectives ☑ Enrollment for Last 5 Years ☐ New Resources Statement ☑ Consultation with other Departments ☑ Syllabus (Old and New) ☑ Explanation of differences in requirements of dual-level courses ☐
SW 502: Social Welfare Planning and Analysis

Course Justification
Social work practitioners require an understanding of and critical perspective on the development of social policy. SW 502 examines the economic, historical, political, social, and ideological systems that influence social welfare policy formulation and implementation in the United States. It helps students critically assess the actions of administrators, policymakers, analysts, and advocates in the legislative and policy arena. SW 502 is the second of two courses in the Social Welfare Sequence (this includes SW 501 & 502) providing students a firm grasp of the processes of social policy and its impact on social work practice.

Student Learning Outcomes
Upon completion of the course, students will be able to:

1. Identify and analyze social welfare policy and services in the United States based on an understanding of social work's historical mission and philosophy of promoting social and economic justice;
2. Identify and apply policy frameworks for analyzing social welfare policies encountered by practitioners at multiple levels of social work intervention;
3. Explain the relationships among social problems, social policies, social programs, and social work through an examination of both historical and contemporary issues;
4. Describe and analyze patterns of discrimination and their impacts on populations at risk both historically and currently, including the roles played by social work and social welfare policy;
5. Explain how political, social and economic forces shape social welfare policy formulation and influence both the social work profession and the delivery of social welfare services;
6. Engage in systematic examination of and participation in policy analysis and evaluation;
7. Communicate a critical understanding of the implications of policy planning, design and evaluation processes for the distribution of resources and principles of social justice;
8. Research and interpret policy-relevant information; and
9. Reflect on the possible roles of social workers within the policy analysis process, including ethical use of policy analysis in furthering professional values.

Enrollment for the Last 5 Years
This is a new course and has not been previously taught as a graduate level course.

New Course Resources
No new resources are required. Faculty will teach the course as part of their teaching rotation.
Consultation with Other Departments
Faculty in the Departments of Family and Consumer Sciences and Sociology and Anthropology have been consulted. See below copies of their e-mailed messages.

Proposed Syllabus
See attached syllabus

Department of Family and Consumer Sciences

Cheryl-
The SW502 course looks to be a good offering and does not conflict with any of the courses we offer at present. Karen

--
Karen DeBord, Ph.D.
Director of Graduate Programs
Associate Professor &
State Extension Specialist, Child Development Box 7605 North Carolina State University Raleigh, NC 27695-7605
(919) 515-9147
(919) 515-2786 (fax)
karen_debord@ncsu.edu

Sociology and Anthropology

Thank you--we have no objections to these course proposals moving forward

best wishes,

Michael D. Schulman
Director of Graduate Programs
Department of Sociology and Anthropology NCSU, Box 8107 Raleigh, NC 27695
919-515-9016 (voice): 919-515-2610 (fax) michael_schulman@ncsu.edu
Course Syllabus

Instructor: Jocelyn DeVance Taliaferro, MSW, PhD
Office: 2806 Hillsborough Street, Building B
Office Hours: Wednesdays 3:00 – 5:00 p.m. or by appointment
Email: Jocelyn_Taliaferro@ncsu.edu
Phone: (919) 513-1990
Fax: (919) 515-4403

Course Description
This course reviews a range of analytical frameworks for analyzing social policy. It examines historical and contemporary issues and their impact on the profession of social work and the institution of social welfare, particularly in relation to social and economic conditions, governmental institutions, public agendas, political actors, social movements, and racialized and gendered discourses. The course highlights the relationships among social problems, social policies, social programs, and social work practice. It addresses issues of social and economic justice and explores the values and ethical choices involved in various approaches to social work and social welfare policy. Course readings focus on policy at the national and local levels that affect welfare, healthcare, housing, social security and urban development.

Course Rationale
Social policies are courses of action developed within the framework of a social and political environment that gives them shape. These policies, in turn, alter their respective milieu. Understanding the context in which social welfare policy is formulated and implemented can be critical to the effectiveness of administrators, policymakers, analysts, and advocates. The purpose of this course is to provide a foundation for social work practice by helping students gain an understanding of and critical perspective on the development of social policy in the United States by giving it historical and contemporary context.

Student Learning Outcomes
Upon completion of the course, students will be able to:
1. Identify and analyze social welfare policy and services in the United States based on an understanding of social work's historical mission and philosophy of promoting social and economic justice;
2. Identify and apply policy frameworks for analyzing social welfare policies encountered by practitioners at multiple levels of social work intervention;
3. Explain the relationships among social problems, social policies, social programs, and social work through an examination of both historical and contemporary issues;  
4. Describe and analyze patterns of oppression and their impact on populations at risk both historically and currently, including the roles played by social work and social welfare policy;  
5. Explain how political, social and economic forces shape social welfare policy formulation and influence both the social work profession and the delivery of social welfare services;  
6. Engage in systematic examination of and participation in policy analysis and evaluation;  
7. Communicate a critical understanding of the implications of policy planning, design and evaluation processes for the distribution of resources and principles of social justice;  
8. Research and interpret policy-relevant information; and  
9. Reflect on the possible roles of social workers within the policy analysis process, including ethical use of policy analysis in furthering professional values.

**Prerequisites**
The prerequisite for this course is SW 501: Social Welfare History.

**Required Textbooks**

**Attendance Policy.**
Attendance is required. Ordinarily, no make-up is provided for missed in-class activities (e.g., exercises, presentations). In the event of an excused absence students may arrange for a make-up exam. Consult the following webpage for further information on university attendance regulations:  
http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

**Students with Disabilities Statement**
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653, http://www.ncsu.edu/provost/offices/affirm_action/dss/. For more information on NC State's policy on working with students with disabilities, please see  
http://www.ncsu.edu/provost/hat/current/appendix/appendix_k.html
Students who believe they need this service are encouraged to contact Disability Services.
Academic Integrity Statement

The university and department adhere to strict standards of academic honesty. A student’s signature on any test or assignment means that he or she had neither given nor received unauthorized aid. Consult the following webpage for further details:
http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Department of Social Work Grading Scale

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<th>Grade</th>
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<td>100-97</td>
<td>B+</td>
<td>89-87</td>
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<tr>
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<td>96-93</td>
<td>B</td>
<td>86-83</td>
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Evaluation Method

All assignments must be submitted by the due date. Assignments submitted after the due date will be marked down by five points for each day received after the due date. The student must contact the instructor to determine a schedule for make-up or incomplete work. The final grade will be determined by the following formula:

<table>
<thead>
<tr>
<th>Method</th>
<th>Points</th>
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<tbody>
<tr>
<td>Policy Brief # 1 - Historical Analysis</td>
<td>10</td>
</tr>
<tr>
<td>Policy Brief # 2 - Social &amp; Political &amp; Economic Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Class Presentation: Historical, Economic, Social &amp; Political Analysis of Policy Area</td>
<td>20</td>
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<tr>
<td>Mid-term Exam</td>
<td>10</td>
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<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35</td>
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</table>

Assignments

The assignments are specifically designed to monitor student’s general comprehension of the material, and the integration of materials presented in class with the reading assignments. Below is a brief description of the assignments. More detailed directions will be provided as the semester progresses.

Policy Brief & Presentation

Students will choose a policy area. Possible policy areas may include the following:

1. Health care
2. Mental Health
3. Housing and Homelessness
4. Criminal Justice
5. Aging and Social Security
6. Child Welfare
7. Education
Students choosing the same policy area will be placed into policy groups of 4 - 5 members. No two groups can focus on the same policy area. Each student will identify a bill or piece of legislation that is of relevance to the policy area. The group will then chronicle the items, either historically or through the legislative session. The culmination of the project is a group presentation that will discuss the impact, interconnectedness, and issues of the bill or legislation as they relate to the policy area.

The group will have the following tasks related to the piece of legislation they have chosen to chronicle:

Task 1: Policy Brief #1, Historical Analysis
Students are to research other historical and current federal and state policies to determine how they affect or have affected this particular piece of legislation. Are the policy goals consistent? Are they conflicting? Who were the major proponents of the legislation? What were the economic, social, and political contexts that influenced the legislation? How does this legislation reflect NASW ethics and values? What underlying social values drive this legislation? How do issues of race, ethnicity, religion, class, income, gender, age, sexual orientation, or other categories affect legislation in this policy area?

Task 2: Policy Brief #2, Social, Political and Economic Analysis
Students are to interview a community member of the population affected by this policy area about the bill or legislation. What are the implications for the legislation on these populations? What were/are the fears? What were/are their hopes about what the legislation will do? What were/are the benefits? How much opposition or support is generated by the legislation from people in the policy area? What advocacy methods have been used to advance this legislation? What are the implications for micro practice? What are the costs and benefits of this legislation?

Task 3: Group Presentation
Students are to prepare and present an organized discussion of the 4 - 5 pieces of legislation related to the policy area that the group members have been examining. The presentations should have provide the audience with a solid understanding of the policy area as well as information about the 4 - 5 pieces of legislation and their impacts (or possible impacts for bills) on the chosen policy area.

Task 4: Final Paper
Students are to complete group policy brief incorporating information from tasks 1 - 3. Citations should follow APA format in the body of the paper as well as in the reference list. Students are to create an appendix for the paper that discusses recommendations regarding the legislation discussed in the paper, suggesting possibilities for advocacy.
Class Readings
Articles on Electronic Reserve


<table>
<thead>
<tr>
<th>Week</th>
<th>Class Discussion/Lecture Topics/Readings</th>
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| 1    | 1. Welcome, Course Overview, Expectations  
2. Policy Analysis, Advocacy and Social Work  
3. Choosing Areas of Interest |
| 2    | 1. The Nature of Social Problems  
2. Poverty and Need  
3. Values and Ideologies in Social Welfare; Social Institutions and Spin  
Readings:  
Chambers, Chapter 1  
Popple, Chapters 5 & 7  
Lott & Bullock |
| 3    | 1. History & Historical Analysis  
2. Defining Social Problems - Discrimination & Social Construction - Labels Game  
Readings:  
DiNitto, Chapters 1 & 2  
Blau, Chapter 7  
Jordan-Zachery |
| 4    | 1. Political and Legislative Processes: How and Where Does it Happen?  
3. Writing Policy Proposals/Briefs  
Readings:  
Chambers, Chapter 2  
Niemi & Herrnson  
Policy Brief #1 Due |
| 5    | 1. Policy Goals, Objectives and Practices  
2. Analysis Methods  
Readings:  
Chambers, Chapter 4  
Popple, Chapter 3 & 6  
Tjeerd ten, Veerman, de Kemp, & Berger |
| 6    | Who Gets What? How?  
Readings:  
Chambers, Chapter 5 & 6  
Brodkin  
Winson, Burwich, McConnell, & Roper |
| 7    | Policy Funding  
Readings:  
Chambers, Chapter 7 & 8  
Popple, Chapter 9  
Hill  
Basgal, & Sard  
Midterm Exam |
| 8    | Aging  
Readings:  
Popple, Chapter 8 |
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<th>Topics</th>
<th>Readings</th>
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<tr>
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<td>Health and Mental Health Care</td>
<td>Kronenfeld, Chapter 16, Minner, Jones, Lian</td>
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<td>Child Welfare</td>
<td>Popple, Chapter 11, Barth, Michel</td>
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<td>Policy Brief #2 Due</td>
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<td>Housing and Homelessness</td>
<td>Karger, &amp; Stoesz, Joint Center for Housing Studies of Harvard University</td>
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<td>Renaud</td>
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<td>12</td>
<td>Disabilities</td>
<td>Pfeiffer, Davies, Huynh, Newcomb, O'Leary, Rupp, &amp; Sears, Larkin, Alston</td>
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<td></td>
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<td>Middleton, &amp; Wilson</td>
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<td>The college board and disabilities rights advocates announce agreement</td>
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<td>to drop flagging from standardized tests</td>
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<td>13</td>
<td>Education, Jobs, and Job Training</td>
<td>Blau, Chapter 9, Skinner, Martinson &amp; Strawn</td>
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<td>Final Paper Due</td>
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<td>14</td>
<td>Urban Development &amp; Course Evaluation</td>
<td>Green &amp; Haines, Chapters 1 – 3, Immergluck</td>
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