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 507
PREVIOUS PREFIX/NUMBER: N/A
DATE OF LAST ACTION: N/A
COURSE TITLE: Human Behavior and the Social Environment: Organizations and Communities
ABBREVIATED TITLE: HBSE ORG & COMMUN
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: 3 Seminar ☐ Laboratory ☐ Problem ☐ Studio ☐ Independent Study/Research ☐ Internship/Practicum/Field Work ☐
GRADING: ABCDF ☒ S/U ☐
INSTRUCTOR (NAME/RANK): Dr. Joan Pennell, Professor
Graduate Faculty Status: Associate ☐ Full ☒
ANTICIPATED ENROLLMENT: Per semester 15 Max. Section 25 Multiple sections Yes ☐ No ☒
PREREQUISITE(s): N/A
COREQUISITE(s): N/A
PRE/Corequisite(s): N/A
RESTRICTIVE STATEMENT: Master of Social Work
CURRICULA/MINORS: Required: MSW Qualified Elective: N/A
PROPOSED EFFECTIVE DATE: 01/06

CATALOG DESCRIPTION (limit to 80 words): Theories and models for understanding human service organizations and communities. Emphasis on communication and collaboration with diverse task groups, organizations, and communities.

RECOMMENDED BY:
Department Head/Director of Graduate Programs
Date

ENDORSED BY:
Chair, College Graduate Studies Committee
Date

APPROVED:
College Dean(s)
Date

Dean of the Graduate School

TYPE OF PROPOSAL
New Course ☒
Drop Course ☐
Course Revision ☐
Dual-Level Course ☐

REVISION
Content ☐
Prefix/Number ☐
Title ☐
Abbreviated Title ☐
Credit Hours ☐
Contact Hours ☐
Grading Method ☐
Pre-Corequisites ☐
Restrictive Statement ☐
Description ☐
Scheduling ☐

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 ☐
Course Justification
This course is a part of the Human Behavior and Social Environment requirements that include SW 505, SW 506, and SW 507. This foundation course prepares students for learning about social work practice with communities and organizations. Because social workers and their supervisors and administrators carry out their work in community and organizational settings, theory on communities and organizations is required for all practice methods and fields of practice.

Student Learning Outcomes
Upon completion of the course the student will be able to:
1. Specify features of communities and organizations;
2. Discern patterns of institutional discrimination within organizations and communities and observe their impact on communication with diverse populations;
3. Identify and compare varied approaches to collaborating in and offering leadership in task groups;
4. Evaluate the contribution of professional ethics and values in human services and community practice, especially to disadvantaged populations; and
5. Demonstrate the ability to apply organizational and community theory to understanding organizations and communities.

Enrollment for the last 5 years
This is a new course and has not been previously taught at NC State.

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 Communication, Sociology and Anthropology, and Family and Consumer Sciences have been consulted about this course; copies of their e-mails are attached.

Proposed Syllabus
See attached syllabus.
Consultation with Other Departments

Department of Communication, Dr. William Jordan, October 24, 2005

Joan, I have reviewed the 507 materials. I see no redundancy between your course and the several we offer in organizational communication. Yours has a specific focus on the needs of social work professionals. It is not a course which our students would take and does not conflict with any of our program goals or objectives. Bill Jordan

Department of Sociology and Anthropology, Dr. Michael Schulman, October 25, 2005

Faculty in the department have reviewed the proposal and find only minimal overlap or duplication of existing sociology graduate classes with SW507--so we have no problems with the proposed new class 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

Department of Family and Consumer Sciences, Dr. Andrew Behnke and Dr. Karen DeBord, October 31, 2005

I really like this course, I may want to bring some of her topics into our family and community partnership class. I see very little overlap, since she focuses on organizational components and theory. We could collaborate some how between our courses.
Andrew

Joan-
Thanks for sharing your course syllabus with us. As Andrew has indicated, this course looks different enough from the Family and Community Partnerships class that it is not a duplication. Your course offers an understanding of organizations and the course we offer deals with the interface of family within the community context and focuses more on family needs as opposed to organizational structure.

It could be that someday we would want to pull all those community pieces into a separate certificate.
Karen
Course Description
The course provides an overview of theories and models for understanding human service organizations and communities. The course emphasizes communication and collaboration with diverse task groups, organizations, and communities.

Course Rationale
This course is a part of the Human Behavior and Social Environment requirements that include SW 505, SW 506, and SW 507. This foundation course prepares students for learning about social work practice with and within task groups, organizations, and communities. Because social workers carry out their work in community and organizational settings, theory on communities and organizations is required for all practice methods and fields of practice.

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

1. Specify features of communities and organizations;
2. Discern patterns of institutional discrimination within organizations and communities and observe their impact on communication with diverse populations;
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4. Evaluate the contribution of professional ethics and values in human services and community practice, especially to disadvantaged populations; and
5. Demonstrate the ability to apply organizational and community theory to understanding organizations and communities.

Course Prerequisites
There are no prerequisites for this course.

Textbooks

**Attendance Policy**

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

**Late Assignments**

Assignments submitted late will be assessed point reductions, 5 points if one day late, and an additional 5 points for each additional day. With proper documentation provided, exceptions to this policy will be afforded when absences fall within the excused absence policy.

**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/](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/appen_k.html](http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html).

Students who believe they need this service are encouraged to contact Disability Services.

**Academic Integrity**

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](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100 - 97</td>
</tr>
<tr>
<td>A</td>
<td>96 - 93</td>
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<tr>
<td>A-</td>
<td>92 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 87</td>
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<tr>
<td>B</td>
<td>86 - 83</td>
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<tr>
<td>B-</td>
<td>82 - 80</td>
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<tr>
<td>C+</td>
<td>79 - 77</td>
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<tr>
<td>C</td>
<td>76 - 73</td>
</tr>
<tr>
<td>C-</td>
<td>72 - 70</td>
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<tr>
<td>D+</td>
<td>69 - 67</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>62 - 60</td>
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<td>F below</td>
<td>60</td>
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**Evaluation Methods**

- Understanding Communities and Organizations (30 points)
- Reflections on Myers-Briggs Type Indicator (25 points)
- Critical Analysis of Organizational Paradigm (20 points)
- Small Group Presentation (20 points)
- Individual Take-Home Exam (25 points)
Understanding Communities and Organizations
The student will select a task group/committee that is affiliated with some larger organization. Examples are field-placement, employment-based, volunteer, faith-based, recreational, residential, and advocacy groups, but students are not restricted to these types of examples. The readings referenced below will orient the student to each area of analysis (e.g., Banner & Gagné, 1999, on macro structural variables).

Using this task group as an example of a community, the student will create a community needs map and a community assets map of the group (see Kretzmann & McKnight, 1993). He or she will make a case for which type of community, which community function, and which theory of community (see Netting, Kettner, & McMurtry, 2004, chapter 3) particularly apply to this group as a community. In making a case, there is no one right answer. Instead, the strength of the argument rests on demonstrating an understanding of the concepts in the literature, explicating how these concepts relate to the task group, and providing evidence (from the task group and other sources) to support the line of reasoning.

Using this task group as an example of a unit within an organization, the student will outline the tasks carried out by the group and discuss its main means of coordination within itself and to the larger organization (see Mintzberg, 1979). He or she will prepare or provide an organizational chart that includes this group within the larger organization (see Maurer, Nixon, & Peck, 1996) and discuss the organization’s macro structural variables (see Banner & Gagné, 1999). Finally, the student will summarize the assets and needs of the group in terms of its organizational structure.

The student will use headings to indicate the segment of the paper under discussion, provide in-text citations, and include a reference list of all sources cited.

Reflections on Myers-Briggs Type Indicator
The student first completes the Myers-Briggs Type Indicator. In filling out this self-assessment, the student should bear in mind that there are no right or wrong answers and that the indicator serves to orient individuals to their leadership style. In the reflective paper, the student will reflect on what his or her scores indicate in terms of the capacity to collaborate in and offer leadership to task groups. The student will define collaboration and leadership, use examples from participation in various task groups to support conclusions, and reference the relevant community and organizational literature. The reflective paper is intended to be a concise and thoughtful statement.

Critical Analysis of Organizational Paradigm
Small Group Presentation. In a small group, students will prepare a class presentation on one of the four organizational paradigms in Netting and O’Connor (2003). The presentation has the following objectives: (a) it orients the class to the organizational paradigm, (b) it relates the organizational paradigm to ethical social work practice in human service organizations, and (c) it assesses the organizational paradigm from the perspective of a disadvantaged group (e.g., on the basis of culture, age, gender, sexual orientation, income, region). Students are expected to use a range of learning methods to
engage the class. At the conclusion of the session, students will seek feedback from the class on the presentation.

Take-Home Exam. Students individually will prepare a take-home, open-book exam in which they apply the four organizational paradigms to a case situation. They are to identify the contributions of each paradigm to understanding the case situation and discuss how the paradigms contradict and complement each other. In framing the answer, the students should describe briefly each paradigm, utilize key themes from this course (e.g., assets, collaboration), and reference the relevant literature.

**Required Readings**
(These are on electronic reserve with the exception of the textbooks.)


Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Evanston, IL: Institute for Policy Research, Northwestern University. (Chapters 1 & 2)


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Course Overview</td>
<td>Print and review course syllabus</td>
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</tbody>
</table>
| 2    | Understanding Communities | ● Netting, Kettner, & McMurtry, ch. 5  
● Kretzmann & McKnight, chs. 1 & 2 (pp. 13-28, 51-68 on Seniors) |
| 3    | Understanding Organizations  
Understanding Communities and Organizations due | ● Netting & O’Connor, ch. 1  
● Mintzberg, chs. 1 & 2  
● Banner & Gagné, ch. 9  
● Maurer, Nixon, & Peck, ch. 1  
Complete Understanding Communities and Organizations |
| 4    | Collaboration and Accountability  
Understanding Communities and Organizations due | ● Gray, ch. 1 |
| 5    | Interdisciplinary and Open Teamwork | ● Payne, chs. 2 & 3 |
| 6    | Leadership | ● Netting & O’Connor, ch. 3 |
| 7    | Biculturalism and Communities | ● Young, ch. 2  
● Pennell & Anderson, ch. 3 |
| 8    | Orientation to Task Groups  
Guest Speaker: Dr. Woody Catoe | Complete Myers-Briggs Type Indicator  
● Netting & O’Connor, ch. 4  
● Hirsh & Kummerow, entire booklet |
| 9    | Communication and Training  
Reflections on Myers-Briggs Type Indicator due | Complete Reflections on Myers-Briggs Type Indicator |
| 10   | Organizational Paradigms | ● Morgan, ch. 1  
● Netting & O’Connor, ch. 2 |
| 11   | Functionalist Theories about Organizations  
Group 1 Presentation | ● Netting & O’Connor, chs. 5 & 6  
● Gulick in Shafritz & Ott, ch. 8 |
| 12   | Radical Structuralist Theories about Organizations  
Group 2 Presentation | ● Netting & O’Connor, chs. 7 & 8  
● Kanter in in Shafritz & Ott, ch. 33 |
| 13   | Interpretative Theories about Organizations  
Group 3 Presentation | ● Netting & O’Connor, chs. 9 & 10  
● Weick, ch. 1 |
| 14   | Radical Humanist Theories about Organizations  
Group 4 Presentation | ● Netting & O’Connor, chs. 11 & 12  
● Morgan, ch. 9 |
| 15   | Wrap Up  
Submit Take-Home Exam | ● Netting & O’Connor, ch. 13  
Complete Take-Home Exam |