

RECEIVED FEB 14

FORMAT 2 ~~X~~

Submit original with signatures to Registrar's Office
Send electronic copy to the Governance Office

CHANGE COURSE (~~MINOR~~) MAJOR

MINOR CHANGES INCLUDE ONLY THE FOLLOWING:

1. Frequency in offering.
2. Minor editorial changes in title and/or course description.
3. Jointly approved proposals for cross-listing current courses. (Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.)
(Stacked 400/600 level course requests are not considered minor changes.)
4. Change in course number that does not involve a change in lower/upper division status.
5. Internal departmental changes in course prerequisites not affecting courses (or degree programs) offered by other departments.

If changes cannot be considered "Minor" (as defined above), use FORMAT 2 - CHANGE COURSE (MAJOR) and DROP COURSE.

Catalog change deadlines established by the Faculty Senate are to be observed and the proper forms are to be used. Send Minor Change requests directly to the Registrar's Office after Dean approval. (Please send informational copy to the Governance Office.

SUBMITTED BY:

Department	SWK	College/School	College of Liberal Arts
Prepared by	Heidi Brocious	Phone	907 474 7240
Email Contact	hlbrocious@alaska.edu	Faculty Contact	Heidi Brocious

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept **SWK** Course # **306** No. of Credits **3**

COURSE TITLE

~~Human Behavior in the Social Environment II~~
Social Welfare Policies and Issues

2. ACTION DESIRED: Indicate what changes: drop the Writing intensive designator from this class

NUMBER		TITLE		DESCRIPTION	
PREQUISITES				FREQUENCY OF OFFERING	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	

3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

SWK 306 W
n/a

4. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

SWK 306 ~~W~~

5. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO	no	If Yes, DEPT		NUMBER	
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(Requires written notification of each department and dean involved. Attach a copy of written notification.)

6. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
none

7. IMPACTS ON PROGRAMS/DEPTS:


What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)
There should be no significant impact; our program has already established another required course as writing intensive, so there will be no impact on students. The program will be able to modify course assignments in a way that is better aligned with the content of the course.

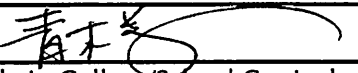
JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you drop a prerequisite, is it because the material is covered elsewhere? Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

In considering our course curriculum, and wanting to offer "W" designated courses, faculty felt that another course would be a better fit for the requirements of a writing intensive. Now that the new course (SWK 320) is established as an "W" course, we would like to drop this requirement from SWK 300 to allow for more flexibility in assignments.

APPROVALS:

	Date	Oct. 9, 2010
Signature, Chair, Program/Department of:		

	Date	NOV-3-2010
Signature, Chair, College/School Curriculum Council for: CCA		

	Date	11-5-10
Signature, Dean, College/School of: CCA		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE REGISTRAR'S OFFICE

	Date	
Received Registrar's Office		

APPROVALS:

See previous page

Date

Signature, Chair,
Program/Department of:

See previous page

Date

Signature, Chair, College/School Curriculum
Council for:

See previous page

Date

Signature, Dean, College/School
of:

Date

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Date

Signature, Chair, UAF Faculty Senate Curriculum
Review Committee

Current Folder: **INBOX**[Sign Out](#)[Compose](#) [Addresses](#) [Folders](#) [Options](#) [Search](#) [Help](#) [Fetch](#) [Calendar](#)[UAF](#)[Message List](#) | [Delete](#)[Previous](#) | [Next](#)[Forward](#) | [Forward as Attachment](#) | [Reply](#) | [Reply All](#)**Subject:** Fwd: Social Work Dept Signing Authority**From:** "Carol Renfro" <cprenfro@alaska.edu>**Date:** Wed, October 13, 2010 10:43 am**To:** "Breehan Yauney" <fycla@uaf.edu>**Priority:** Normal**Options:** [View Full Header](#) | [View Printable Version](#) | [Download this as a file](#) | [Add to Addressbook](#) | [View Message details](#) | [Bounce](#)

----- Forwarded message -----

From: LaVerne Demientieff <lmdemientieff@alaska.edu>

Date: Fri, Oct 1, 2010 at 9:40 PM

Subject: Social Work Dept Signing Authority

To: Judy Shepherd <jeshepherd@alaska.edu>, Carol Renfro <cprenfro@alaska.edu>, Burns Cooper <gbcooper@alaska.edu>

Hello Judy,

This email is to formally give you signing authority while I am on departmental travel. The dates are Monday 10/4/10 through Friday 10/8/10. I am cc'ing the Dean and Carol. Thank you.

LaVerne M. Demientieff
Clinical Assistant Professor
Department Chair
UAF Social Work Department
(907)474-6267 Work
lmdemientieff@alaska.edu

Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality.
- Martin Luther King Jr.

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Carol P. Renfro, M.Ed.
UAF Social Work Program
PO Box 756480
Fairbanks, AK 99775-6480
907-474-7240
907-474-6085 fax

Attachments:[untitled-\[2\]](#)

1.7 k

[text/html]

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**Social Welfare Policies and Issues
SWK 306 - 3 credits
Campus Based
Tuesday & Thursday 2:00 p.m. – 3:30 p.m.
(Prerequisites: Eng. 111, Eng. 211 or 213, SWK 103)**

**Judy Shepherd, MSW, PhD
Office Location: Gruening 614B
Office Hours: Tues. & Thur. 11:00 a.m. – 1:00 p.m.
UAF SWK Dept.
P.O. Box 756480
Fairbanks, AK 99775-6480
907-474-5284 (phone)
907-474-6085 (fax)
Email: ffjes@uaf.edu**

Course Description

Social Work (SWK) 306 is the main course on social policy in the social work curriculum, building on information on the history of the social welfare state, social work and societal values, and the overview of social programs presented in SWK 103, Introduction to Social Work.

SWK 306 will enable students to understand the policy making process in the United States, to be aware of the major social policies utilized by individuals frequently helped by social workers and the societal values underlying these programs, and to develop skills useful for involvement in policy development and implementation. Policies specifically related to Alaska's Native population, such as the Indian Child Welfare Act, the Alaska Native Claims Settlement Act and Indian Health Care will be covered in SWK 320, Rural Social Work Practice. Special emphasis in SWK 306 will be given to policies that affect minorities and populations at risk (e.g., people of color, people with disabilities, women, gay and lesbian persons) with a particular emphasis on issues of social and economic justice.

Consistent with the mission of UAF and the Social Work Program, special attention is given to differences in intervention and service provision in rural areas, particularly in rural and village Alaska.

Philosophical and Theoretical Framework

The study of social policy allows an opportunity to consider the importance of social and cultural systems as discussed in the ecological model on US social policies, and the impact these policies have on the individuals, families, groups, organizations and communities with whom we work. This course also provides an opportunity to develop

an understanding of and some beginning skills in policy practice, a method of intervention in the problem-solving model. Policy practice enables individuals and groups to utilize their strengths and resources in the policy-making arena to work for change in their environment.

Course Goals/Learning Outcomes

Each of the following course objectives reinforces one or more of the Social Work Department Objectives, builds upon curriculum content, and advances knowledge, values and skills for generalist social work practice. Upon completion of this course, students should be able to:

1. Examine legislation to determine whether it meets the needs it is designed to meet, determine how it affects vulnerable and oppressed populations, determine the political and economic feasibility of legislation, and assess it for its alignment with social work values and ethics.
2. Analyze U.S. social programs in terms of their effects on populations at risk of economic and societal oppression and in promoting social justice.
3. Understand the impact of macro issues on individual functioning, and demonstrate that they understand the process for creating community change.
4. Critically assess social policy responses to societal problems and understand the forces that influence the development, implementation and outcome of social policies.
5. Understand major U.S. social welfare programs and key concepts in major social welfare policies.
6. Understand and analyze policy development process on the local, state and national levels, and at what point social workers can influence policy initiatives.
7. Develop policy practice skills such as letter writing, lobbying and testifying and understand how these skills can be used to influence social policy development.
8. Understand major social policies throughout the world.
9. Understand social policies that affect Alaska's rural communities and the Alaska Native people.

Course Readings/Materials

Dinitto, D. (2005). *Social welfare: Politics and public policy*. (6th ed.) Boston, MA: Allyn and Bacon.

Ehrenreich, B. (2001). *Nickel and dimed*. New York, NY: Henry Holt & Co.

Haynes, K. & Mickelson, J. (2003). *Affecting change.: Social workers in the political arena (5th ed.)* Boston, MA: Allyn & Bacon.

Other readings as assigned.

Instructional Methods

This course will include lectures, class discussion, assigned readings, videos and guest lectures. Students are expected to complete readings prior to class and be prepared to discuss them. Instructor will solicit the participation from all students, so it is essential to read and be prepared. Attendance is important and will count toward the final grade.

Students should refer to the legislative glossary and list of websites at the back of Haynes and Mickelson book for assistance in research for the policy notebook and other papers.

Course Calendar

Note: This is a tentative schedule. The student is responsible for keeping informed of changes. The student is also responsible for informing the instructor of any changes in email/phone number.

I. Introduction to the Policy Making Process

1/17 Introduction to the course. Syllabus review. What is social policy? Why is it important for social workers to study social policy?

1/22 - 1/24 Policies as solutions to social problems. Overview of the rational and political approach to policy making, the policymaking process and framework for policy analysis, social policies and American social values, political philosophies.

Reading Assignment:

DiNitto, Chapt. 1: Politics, Rationalism and Social Welfare

Explore state of Alaska homepage and legislative research resources.
www.state.ak.us (look at the subject summary for recent policies in your area of interest).

www.statepolicy.org (national social work policy site).

Haynes & Mickelson, Ch. 3

1/29 – 1/31 Historical Perspective: the expansion of social welfare, finances in the welfare state, the legacy of Reagonomics, the legacy of Bill Clinton, & the Presidency of George Bush.

Reading Assignment:

DiNitto, Chapt. 2: Government and Social Welfare
Haynes & Mickelson, Ch. 4

2/5 – 2/7 What is poverty? Definitions and assumptions about poverty. Shifting views in poverty definitions.

Visit Legislative Information Office to learn skills in legislative research.

Reading Assignment:

DiNitto, Chapt. 3: Defining Poverty: Where to Begin?
Ehrenreich, *Nickel and Dimed*

II. Major Social Welfare Programs

2/12 - 2/14 Social Insurance Programs: The Social Security Act, Unemployment Compensation, Workers Compensation.

Reading Assignment:

DiNitto, Chapt. 4: Preventing Poverty, Social Insurance Programs.
Ehrenreich, *Nickel and Dimed*

2/19 – 2/21 Public Assistance Programs: SSI, Vocational Rehabilitation Program, Independent Living Movement, Disability Policy for Children.

Reading Assignment:

DiNitto, Chapt. 5: Helping the “Deserving Poor.”
Ehrenreich, *Nickel and Dimed*

Reaction paper on *Nickel and Dimed* due 2/22

2/26 – 2/28 Welfare Reform, implications and issues: history of welfare, the old AFDC program, work programs, TANF program, other non-welfare approaches to welfare.

Reading Assignment:

DiNitto, Chapt. 6: Ending Welfare as We Knew It: Temporary Assistance for Needy Families.

3/7 **First Exam**

3/10 - 3/14 **Spring Break**

3/18 - 3/20 Food Assistance Programs: history of federal food programs, food stamp program, changes in food stamp program since enactment of TANF, WIC program, nutritional politics.

Reading Assignment:

DiNitto, Chapt. 7: Fighting Hunger: Nutrition Policy and Programs in the United States.

3/25 - 3/27 Health Care Policies and Politics: Medicaid, Medicare, Health care cost containment issues, the politics of health care for all.

Reading Assignment:

DiNitto, Chapt. 8: Improving Health Care: Treating the Nation's Ills

Meeting Report/Interview Paper Due 3/29

4/1 - 4/3 Curative strategies of the 60's-War on Poverty programs, job training programs, programs for drug and alcohol abusers, programs for the mentally ill, child welfare policy.

DiNitto, Chapt. 9: Changing paradigms in the poverty wars, Chapt. 10, Providing Social Services.

First Draft of Policy Analysis due 4/5

III. Involvement in the Policy Making Process

4/8 - 4/10 Social Workers and Social Policy, Involvement in the Process: An introduction to policy practice, and the impact of social policy on populations at risk: issues of gender inequities, gay rights, impact of social policies on people of color, and immigration policies.

Reading Assignment:

DiNitto, Ch. 11: Addressing Civil Rights and Social Welfare
Haynes & Mickelson, Ch. 6, Practitioner's Influence on Policy

4/15 - 4/17 Lobbying, Coalition Building

Reading Assignment:

Haynes & Mickelson, Ch. 7, Influence through lobbying, Ch. 8, Tools to influence and organize others.

4/22 - 4/24 **Reading Assignment:**
Haynes & Mickelson, Ch. 9, Monitoring the Bureaucracy, Ch. 10, Political Action Committees.

Policy Notebook Due

4/29 -5/1 **Reading Assignment:**

Haynes & Mickelson, Ch. 12, Social Workers as Politicians, Ch. 13, Jump In.

Course Policies

Social work majors must receive a grade of "C" or better in this course.

Attendance: Besides credit toward the final grade, it is to the student's benefit to attend class as exam questions cover more than just assigned readings and exercises/activities. Students are expected to complete readings prior to class and be prepared to discuss them. Attendance will be taken and calculated into the final grade. Consider getting missed class notes from a fellow student. When possible, please contact the instructor regarding anticipated absences. Absences are counted regardless of whether they are excused or unexcused.

Attendance is worth 10 points and is graded using this system:

0-3 = 10 points

4-5 = 5 points

6+ = 0 points

Plagiarism: Plagiarism is never acceptable. According to the *U.A.F. 2007-2008 Catalog: Graduate: Academic Regulations*, plagiarism is preventable by students "not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports." Plagiarism includes copying in whole or in part from websites, articles, books, handouts, pamphlets, etc. If you have questions about what constitutes plagiarism or how to cite the work of others in your papers please ask.

APA: All papers should be in American Psychological Association (APA), 5th Edition format. They should be double spaced with a font size of 12 and include a title page and a reference page.

Incompletes, Withdrawals and No Basis (NB) Grades: If unable to complete or attend this class on a regular basis, there are several possibilities for a final grade. Students are able to withdraw from the course up until November 3rd. If not withdrawn, but have not attended more than 75% of classes AND submitted 75% of the course work students will earn a No Basis (NB) grade.

In order to receive an incomplete in this course, students must have completed more than 75% of the required work for the course, and have attended more than 75% of the class sessions, and must submit a plan for completion that includes a timeline and is pre-approved by the instructor prior to the end of the semester. **Allowing an incomplete is entirely at the discretion of the instructor.**

Evaluation

1. **Exams.** Two non-cumulative exams will be given throughout the semester. The exams are worth 30% of the final grade (15%). They will cover readings, class lectures and presentations by guest speakers.
2. **Policy Notebook.** The policy notebook is a major component of the grade (40%), and consists of a policy analysis, a letter to the editor or legislator on the issue, and supplemental materials on the social policy. For this assignment, each student will select a social policy issue addressed by Alaska's 22nd legislature. Suggest topics will be discussed in class. Students will put together a binder of information on that policy which will include:
 - A. A copy of the legislation related to the social policy you have chosen, and any legislative fact sheets, action alerts, amendments or fiscal notes available.
 - B. A description and analysis of the policy, to include:
 - 1) an introduction discussing the importance of the policy issue in Alaska,
 - 2) a description of the problem/issue that necessitated the policy, (what is the nature of the problem? How widespread is the problem? How many people are affected by the problem? Who is affected and how? What are the suspected causes of the problem?).
 - 3) a brief history of the policy, including information on how this problem has been handled previously, the legislative history of this issue, and what recent events led to the creation of this policy,
 - 4) a description of the policy to include information on how the policy works, what resources, if any, it provides, who will be covered how the policy will be implemented, what funding will be needed and under what administrative auspices will the policy be developed and implemented.
 - 5) A discussion of the pros and cons of this policy and the major groups and individuals concerned about the policy,
 - 6) Your analysis of:
 - i. Whether the policy is politically, economically and administratively feasible, (i.e., is there sufficient political support to pass and or implement this policy, is there sufficient funding to implement his policy, is there an agency capable of carrying out the implementation?),
 - ii. What value premises underlie this policy and whether these are consistent with those of the social work profession (e.g. social and economic justice, self-determination, client rights, empowerment, etc.)?

- iii. And your conclusions regarding this policy with a list of four specific recommendations for policymakers for future development of the policy. (Number each recommendation and state succinctly, "It is recommended that...". Give brief reasons for each recommendation.
- C. At least three supplemental materials on this policy, such as newspaper articles, magazine articles and/or political cartoons.
- D. A copy of a letter you have written to the editor of a newspaper, magazine or journal regarding this policy (it does not have to be published), or a copy of a letter you have written to your senator or representative advocating a particular position on a social policy (in your letter you must demonstrate knowledge about the issue and present sound arguments for the position you advocate. Letters also must conform to good letter writing technique as discussed in class). (1-2 pages)
- i. Note: The policy analysis should be a balanced, unbiased critical evaluation of the policy issue or proposal, presenting accurately and fairly the positions of the proponents and opponents. The analysis should be written in third person as if you were a legislative aide preparing a policy briefing. First person may be used when you discuss your feelings in regard to the social policy (part f). Approximate length of the policy analysis is 10 to 15 pages.
 - ii. Students should select a social policy from legislation proposed or passed during the 20th session of the Alaska legislature. A first draft of the policy analysis portion of the policy notebook is due 4/5/2008. The instructor will return the analysis with comments, and a revised final form is due along with the supplemental policy materials and the letter to the editor/legislator no later than 4/24/2008.
3. **Meeting Report or Interview Paper.** Each student will be expected to attend a local meeting in which policy decisions are discussed or made, or interview an elected official or an individual running for elected office.

Students choosing the meeting option should write a brief report including,

- A. a description of the policy issue that was being discussed,
- B. the setting for the meeting,
- C. the major actors involved in the meeting,
- D. the major issue and arguments presented,
- E. the outcome of the meeting, and

F. your feelings regarding the policy making process as evidenced by this meeting.

Good meetings to attend include school board meetings, city council meetings, borough assembly meetings and political rallies where policy issues are being discussed.

Students choosing the interview option need to meet with an elected official or a person running for political office. The interview should include the following questions:

- 1) Why did you run for political office?
 - 2) What issues do you support?
 - 3) What is your position on the social policy I am considering for my policy notebook?
 - 4) What are your goals for this position and what obstacles do you foresee in meeting these goals?
 - 5) What advice would you give to anyone thinking about running for political office? (4-6 pages)
4. **Reaction Paper.** The reaction paper is a 4-6 page paper based on the Barbara Ehrenreich book, *Nickled and Dimed*. Questions to be answered related to the book will be given out one week prior to the paper's due date. Also you may reference class conversations/ideas we discussed, regarding the book in your paper. Just ensure you document the date and who addressed the points you are referencing.

Grading

First exam	15 pts
Second exam	15 pts
Policy Notebook	40 pts
Meeting Report	10 pts
Reaction Paper	10pts
<u>Attendance</u>	<u>10pts</u>
Total points	100pts

Grading Scale: 90 - 100 points A

80 - 89	B
70 - 79	C
60 - 69	D

Support Services

Writing Center: If you need help with writing skills, the UAF Writing Center is equipped to assist students on campus and at a distance. The Center is located 801 Gruening Bldg. The contact number is 1-907- 474-5314, or fax 1-800-478-5246. Distance students are able to fax their papers to the writing center, and then make an appointment to meet via phone with a writing center staff member.

Library Access: Students may access the book, journal, and electronic database holdings of the Rasmuson Library on-campus or through distance technology. All students are given a student ID and password that enables them to access full-text and journal articles and other resources online. Access to the library is available at www.uaf.edu/academics/libraries.html, or call 1-907-474-7481 for assistance from a librarian.

Distance Librarian: The UAF library staffs a full time librarian to assist students outside of the Fairbanks area. The distance librarian is available to research specific items, to assist students in the research process, and is available to assist with interlibrary loans. Students can contact the distance librarian by emailing fyddl@uaf.edu or by phoning 1-800-478-5348.

UAF Help Desk (OIT): Students are able to receive technical support related to university email, the Blackboard on-line course delivery system, and other UAF related technology issues by contacting the UAF Helpdesk at 1-800-478-4667.

Computer Labs: For students who need access to computers on-campus, there are student access computer labs available in Bunnell Building, Room 319, the MBS Complex, room 110, and Rasmuson Library, room 404. The latter two labs are open 24 hours a day.

Disabilities Services: The Office of Disability Services (ODS 474-7043) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Through ODS, the instructor will make every effort to accommodate students with disabilities. It is the student's responsibility to contact the instructor early in the semester to discuss what is needed. The on campus location of ODS is 203 Whitaker Building. www.uaf.edu/chc/Disability.htm

Student Support Services (SSS): For students with disabilities or who whose parents did not attend college and do not have incomes above \$28,000, the Student Support Services offers a range of types of assistance. These include:

- Free tutorial services
- Small study groups
- Academic advising, mentoring and personal support
- Direct financial assistance to qualified Pell Grant recipients
- Use of laptop computers, labs, and other technology resources
- Cultural and social engagement

The Student Support Services tutoring center is 510A Gruening. Call 474-6844 for tutoring schedules and appointments.