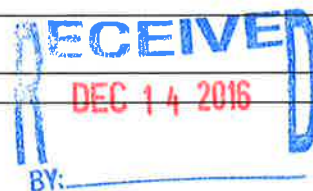


ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* MSW 636														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Policy and Administration														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Policy & Administration														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Explores policy, administrative, and management practices necessary for advocacy in social service organizations and larger communities. Further examines perspectives on social problems, approaches to the development and analysis of social welfare policies, and the structure of the policy-making and implementation process for policy advocacy.														
9. Why is this course being proposed? Required course for MSW graduate students.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">C5</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C5	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C5												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
18. Documentation attached:														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



☒ Syllabus ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix: *

20. How often will this course be offered once established? * each academic year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

 21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Master of Social Work (MSW)

 22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	_____	_____	_____	_____
	Signature	Date	Support	Oppose

Discipline	_____	_____	_____	_____
	Signature	Date	Support	Oppose

SIGNATURES : (COLLEGE LEVEL) :
(UNIVERSITY LEVEL)

Blake Beecher

10-17-16

1. Originator (please print or type name)

Date

5. UCC Committee Chair

Date

2. Program Director/Chair

10-17-16

Date

6. Vice President for Academic Affairs (or Designee)

Date

3. College Curriculum Committee

12-9-16

Date

7. President (or Designee)

Date

4. College Dean (or Designee)

12-13-16

Date

CALIFORNIA STATE UNIVERSITY SAN MARCOS
Department of Social Work
MSW 636: Policy and Administration (3)

Instructor: Office: Hours: E-mail:	Days: Time: Phone:
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CATALOG DESCRIPTION

Explores policy, administrative, and management practices necessary for advocacy in social service organizations and larger communities. Further examines perspectives on social problems, approaches to the development and analysis of social welfare policies, and the structure of the policy-making and implementation process for policy advocacy.

Student Learning Outcomes:

1. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice at all levels of society.
2. Analyze the political, social, and economic histories that have shaped current policy, programmatic and financial aspects of today's United States.
3. Describe key principles for creating and maintaining an organizational learning culture.
4. Articulate the use of leadership competencies for use in an organizational task group or program.

Department of Social Work Classroom Conduct Policy

1. Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Unexcused absences, frequent tardy arrivals and/or leaving class early will affect a student's final grade. Petitioning for an excused absence is subject to the instructor's discretion.
2. Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions (and/or role play exercises) will adversely affect the student's grade. Conversely, attempts to dominate class discussions (and/or role play exercises) will also result in lower grades.
3. Cell phones, laptops, or tablets should only be used at breaks or as approved by instructor. Laptop/tablet use unrelated to class activities, texting, and frequent side conversations are not behaviors that show investment in the learning process and distract from student learning.

4. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit (i.e. a minimum of 6 hours of outside of class weekly effort for a 3 credit hour class).
5. All assignments are to be turned in on the due date **at the class meeting** per the class schedule. Assignments turned in after the time established by the instructor are considered late, with point deductions taken at the discretion of the instructor.
6. Information shared in class about practicum agency, staff and clients will be de-identified, in classroom discussion and in assigned papers. Personal material of students shared in the classroom as part of participating in class exercises and practice will not be shared with others outside of the classroom.
7. As a social work graduate student, you are expected to know and adhere to the NASW Code of Ethics. This is essential to becoming a professional social worker. See: <http://socialworkers.org/pubs/code/default.asp>

CSUSM Academic Honesty Policy

****Please refer to the CSUSM University Catalog section on Academic Honesty. Please consult with the instructor if you have any questions concerning the completion of course requirements. Students are expected to adhere to the standards of academic honesty and integrity outlined in the CSUSM University Catalog section on Academic Honesty. All written assignments and oral presentations must be original work. All ideas/materials borrowed from other sources must have appropriate citations/references to the original sources, according to APA style format. Any quoted material should give credit to the source and be punctuated accordingly.**

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. The CSUSM University Catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring this to the instructor's attention. I reserve the right to apply the academic honesty policy in accordance with the general rules and regulations of CSUSM. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the entire course. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students Web site: <https://biblio.csusm.edu/research-help/plagiarism-how-to-avoid-it>. If there are questions about academic honesty, please consult the department chair.

Students with Special Needs

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email at dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours in order to ensure confidentiality.¹

REQUIRED TEXTS AND READINGS

Required Texts:

Jansson, B. (2016). *Social welfare policy and advocacy: Advancing social justice through eight policy sectors*. Thousand Oaks, CA: Sage Publications.

Lewis, J., Packard, T., & Lewis, M. (2012). *Management of human service programs* (3rd ed.). Belmont, CA: Brooks/Cole.

Required Supplementary Readings: As posted on Cougar Courses

Required Material and Equipment

Students will be expected to have access to a personal computer with Internet and Web browsing capabilities. Access to Cougar Courses is required. There are several computing resources available on campus for students to utilize. Please make yourself aware of these.

COURSE REQUIREMENTS

Course Format

Material will be presented in a variety of formats including lectures, videos, discussions, and mini-group and individual in-class assignments. The instructor will help students engage with the material and practice new skills. Students are required to prepare for class by completing readings and other assignments.

Writing Criteria

All writing assignments will be completed and submitted in APA style. See Grading section concerning grading that pertains to the use of APA format in papers. The written assignments meet the All-University Writing Requirement as described in the CSUSM University Catalog.

Course Assignments

Assignment 1 (35%) Research Paper

Analyzing a Social Policy

¹ CSUSM Senate Resolution GEC 277-04 04/06/2005

The purpose of this assignment is to provide an actual opportunity for application of an explicitly stated framework used in the text to analyze a particular social welfare policy. You may choose from state, federal, or global policies. Essentially, each student will be writing a critique analyzing a social policy. The critique must utilize a framework for social policy analysis. 5 pages, APA format. Include an introductory paragraph to introduce the policy and a conclusion to summarize your policy analysis.

The paper will be evaluated on the basis of clarity, reasonable accuracy, explicitness in organization, support for arguments, correctness in spelling, grammar and form, and the extent to which the product relates to the task.

Assignment 2 (15%) Oral Presentation

Based on the topic selected for assignment 2, in a 15 minute presentation student will provide the following:

- an overview of the social problem, issue or condition addressed by the policy
- discussion of the impact of the problem, issue or condition at the micro, mezzo, and macro level
- discussion of evidence based or best practice policy and administration strategies used to address this problem, issue or condition
- discussion the policy analysis

To be handed out on day of presentation:

- 1.) A 1 pg. outline of the policy analysis
- 2.) Recommended changes to policy based on analysis and research on the topic. (1 pg).

Assignments 3 & 4 Midterm and Final Exam (15% each exam)

Midterm and Final exams to assist you in integrating the content area.

Assignment 5 Leadership Style (20%)

Each student will write a paper based on designated instruments and feedback to assess her or his leadership style. This assignment is designed to enable you to assess your current leadership effectiveness as seen by yourself and a few people who know your work (at the internship or a current or past work setting). Please note that you will not be graded in any way on the substance of the feedback, but only on your thoroughness in collecting and analyzing data, summarizing results, connecting themes with course concepts and theories, and developing a viable action plan for further development. For each instrument, attach the summary results, not the raw data. Include the following sections in your paper: Introduction, leadership style indicator, national network for social work managers leader and manager competency model,

personal style inventory, your leadership aspirations, overall analysis and summary, and development plan. 5 pages, APA format.

Grading Policy for the Course

A final letter grade for this course and grades for course requirements will adhere to letter grade standards as specified in the CSUSM University Catalog section on Grading System and Policies. Your papers will be evaluated for conceptualization, conciseness, and organization, as well as proper grammar, word usage, punctuation, spelling, and APA style.

Grading Scale

The following plus/minus grading system will be used, based on a 100 point scale:

A =	93% -100%	C =	73% - 76%
A- =	90% - 92%	C- =	70% - 72%
B+ =	87% - 89%	D+ =	67% - 69%
B =	83% - 86%	D =	63% - 66%
B- =	80% - 82%	D- =	60% - 62%
C+ =	77% - 79%	F =	<59%

A grade of C or better is required for satisfactory completion of the course.

Course Schedule

Week	Topic(s)	Possible Readings and Assignments
1	Course Overview, Expectations, and Introduction	McBeath, B. (2016). Re-Envisioning Macro Social Work Practice. <i>Families in Society: The Journal of Contemporary Social Services</i> , 97(1), 5-14.
2	The Policymaking Process	Karger, H. J., & Stoesz, D. (2014). The making of governmental policy. In <i>American social welfare policy: A pluralist approach</i> (pp. 165-184). Upper Saddle River, NJ: Pearson. State of California. (2009). <i>California State Legislature</i> . Retrieved from http://www.legislature.ca.gov/ National Association of Social Workers California Chapter. (2014). <i>Advocacy and</i>

		<i>Political Action</i> . Retrieved from http://www.naswca.org/?page=111
3	Planning and Persuading	Jansson, op.cit., Chapter 1 Advancing Social Justice in Eight Policy Sectors (pp. 1-28). Jansson, op.cit., Chapter 2 Deciding When to Challenge the Status Quo (pp. 29-54).
4	A Policy Advocacy Framework Macro Policy Advocacy	Jansson, op.cit., Chapter 3 Using a Policy Advocacy Framework (pp. 55-74). Jansson, op.cit., Chapter 6 Engaging in Macro Policy Advocacy (pp. 137-162).
5	Micro Policy Advocacy	Jansson, op.cit., Chapter 4 Engaging in Micro Policy Advocacy (pp. 75-106).
6	Mezzo Policy Advocacy	Jansson, op.cit., Chapter 5 Engaging in Mezzo Policy Advocacy (pp. 107-136).
7	Peer Review Session I Advocacy in Policy Sectors	Draft Advocacy Policy Letter and Brief Due Choose at least one chapter from Jansson (2016) relevant to the policy sector you are focusing on for your group advocacy project: healthcare, gerontology, safety-net, mental health, child and family, education, immigration, criminal justice. Group Presentation on Policy Sector(s)
8	The Challenges and the Environment of Management	Lewis, Packard, & Lewis, op.cit., Chapter 1 Facing the Challenges of Management (pp. 1-22). Lewis, Packard, & Lewis, op.cit., Chapter 2 Knowing the Environment (pp. 23-44).

9	Program and Organizational Design	<p>Lewis, Packard, & Lewis, op.cit., Chapter 3 Planning and Program Design (pp. 45-77).</p> <p>Lewis, Packard, & Lewis, op.cit., Chapter 5 Creating Organizational Designs (pp. 101-116).</p>
10	Managing Human Resources and Supervision	<p>Lewis, Packard, & Lewis, op.cit., Chapter 6 Developing and Managing Human Resources (pp. 117-139).</p> <p>Lewis, Packard, & Lewis, op.cit., Chapter 7 Building Supervisory Relationships (pp. 140-162).</p>
11	Peer Review Session II Leadership and Excellence in Administration	<p>Draft Letters to the Editor/Op-Ed Due</p> <p>Lewis, Packard, & Lewis, op.cit., Chapter 11 Leading and Changing Human Service Organizations (pp. 234-262).</p> <p>Lewis, Packard, & Lewis, op.cit., Chapter 12 Achieving and Maintaining Organizational Excellence (pp. 263-285).</p>
12	Quality Improvement in Nonprofit Organizations I	<p>McMillen, J. C., Zayas, L. E., Books, S., & Lee, M. Y. (2008). Quality assurance and improvement practice in mental health agencies: Roles, activities, targets and contributions. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 35(6), 458-467. doi:10.1007/s10488-008-0189-4</p> <p>Megivern, D., McMillen, J. C., Proctor, E. K., Striley, C., Cabassa, L., & Munson, M. (2006). Quality of care: Expanding the social work dialogue. <i>Social Work</i>, 52(2), 115- 124. http://sw.oxfordjournals.org/content/52/2/115.full.pdf+html</p> <p>Zapata-Kelly, K. (2017). Quality improvement in a nonprofit organization: Developing a solid system. In E. P. Congress, A. Luks, & F. Petit</p>

		(Eds.), <i>Nonprofit management: A social justice approach</i> (pp. 291-294). New York, NY: Springer.
13	Quality Improvement in Nonprofit Organizations II	Appendices A, B, & C from: Langley, G. J., Moen, R. D., Nolan, K. M., Nolan, T. W., Norman, C. L., & Provost, L. P. (2009). <i>The Improvement Guide: A practical approach to enhancing organizational improvement</i> , 2 nd edition. San Francisco: Wiley Bass.
14	Group Advocacy Project Presentations I	Final Letters to the Editor/Op-Ed Due
15	Group Advocacy Project Presentations II Course Conclusion	Final Advocacy Policy Letter and Brief Due