### Description of Course Content

Examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is also examined in the context of the evolution and function of the contemporary American social welfare system.

### Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 5, and 8, the main focus is competency 5: Engage in Policy Practice.
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

1. Reading Quizzes (4 at 10 points each; 40 points total). Quizzes will be administered online through Canvas periodically to assess your understanding of course material. The quiz will consist of 10 questions (1 point each) and will cover important concepts of the assigned readings. You will only have one attempt to answer all the questions, but the quiz is not timed and is open book-you can use your textbook, lecture videos or other online resources to answer the questions. However, please DO NOT use your classmates. These should be completed INDIVIDUALLY.

Addresses competencies 1 and 5.

2. Policy Paper Proposal 1-page summary (15 points). You will submit a 1-page policy proposal summary describing the social welfare policy you have selected for your policy analysis paper. The bill, act, policy or law that you select should related to one of the following social work focus areas: healthcare, mental health/substance use disorders, aging, or children & families. Examples of appropriate policies to analyze include the Older Americans Act (aging), the Medicaid Estate Recovery Program (MERP) (health), or the Mental Health Parity and Addiction Equity Act of 2008 (mental health). This will be a one-page summary, succinctly giving an overview of the policy you chose. It should include all the outline elements for the paper given in the Policy Analysis Rubric (See Canvas). Think of it as a mini, one page version of the full paper. The instructor will provide feedback soon after you submit this proposal, to ensure you’re on the right track and help you prepare for the full policy analysis paper.

Addresses competency 5.
3. **Attend a City Council Meeting (15 points).** Democracy is not a spectator sport! For this assignment, you will need to attend a local city council meeting (or other governmental/legislative meeting with elected officials, *if approved by the instructor prior to attending*, such as a school board meeting). Note that the frequency of city council meetings may vary depending on where you live. Get one on your calendar as soon as the semester starts to ensure you have time to attend a meeting and submit the assignment on time!

Write a 1-3 page report on the proceedings including:

1. First, give some context, such as which city council meeting you attended, on what date, how large the turnout was, and how the council is structured.
2. Describe the meeting agenda and discussions in detail. What are the residents’ concerns on this particular day that you attended? What issues were discussed and what viewpoints were expressed?
3. Discuss the strategies advocates of this issue/or opponents of the issue are using to effectively (or not!) communicate their positions.
4. Either:
   1. Share your own viewpoints on a social issue at the meeting. What strategies did you employ to persuade the elected officials and leaders?
   OR
   2. In your paper, identify a social issue you would like to address at a future meeting. What strategies could you employ to persuade the elected officials and leaders?
5. Conclude with any lessons learned or takeaways from this experience.

Addresses competencies 2, 3, 5, and 6.

4. **Policy Analysis Paper (30 points).** This assignment will require you write a policy analysis paper on law, policy, Bill or Act (state, federal or from a different country) which you outlined in the policy proposal assignment. The policy analysis paper is the core of the course and must be thoroughly researched and well written; length should be 6 to 8 pages, double-spaced, and following APA format. Specific sections for this major assignment should cover a description of the policy, background information on the issue/problem, goals, alternatives, implementation, and evaluation of the policy. See rubric on Canvas for additional information.

Addresses competencies 2, 3, 5, and 6.

**In order to give a more in-class feel to an online forum, I have also created several ungraded discussion boards which you may use to share thoughts and talk with your classmates about various topics.**

If you have any questions about these assignments or their grading rubrics, please don’t hesitate to email me at karen.magruder@uta.edu.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (10 points each)</td>
<td>40 points</td>
</tr>
<tr>
<td>Policy Proposal</td>
<td>15 points</td>
</tr>
<tr>
<td>City Council Meeting Report</td>
<td>15 points</td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

There is also an opportunity to earn extra credit by completing additional discussion boards. To get full extra credit points on discussions, your post must be at least 100 words and you must respond to at least one other student’s post with a response of at least 50 words. Both posts must be grammatically appropriate and reflect graduate-level writing.
You may also earn extra credit by meeting (virtually or in-person) with the Dr. Chris Kilgore, who is the School of Social Work’s Writing Resource Center Coordinator to get help with your papers.

https://www.uta.edu/ssw/student-resources/writing-resources/index.php

**Please note that I cannot control Dr. Kilgore’s availability, especially around holidays. It’s your responsibility to reach out to schedule an appointment as early as possible.

<table>
<thead>
<tr>
<th>Extra Credit</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion Board</td>
<td>0.5</td>
<td>Sunday June 16th</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on any paper</td>
<td>1 each, 3 total possible</td>
<td>The same date as the paper is due</td>
</tr>
<tr>
<td>Resource Discussion Board</td>
<td>0.5</td>
<td>Sunday July 14th</td>
</tr>
<tr>
<td>Wrap up Discussion Board</td>
<td>0.5</td>
<td>Thursday August 8th</td>
</tr>
</tbody>
</table>

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

The Canvas course shell contains modules that may include assignment information, lecture materials, and additional resources. Students are expected to log in to Canvas regularly and engage with each module. The instructor can determine which students are accessing course materials and time spent in Canvas.

G. Grading

All papers must be grammatically correct using APA style, 6th edition. This includes being double-spaced, using 12 pt font, and including a title page, section headings, page numbers and a references page. See the following link for an APA sample paper:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Any assignments completed in groups (if applicable) will result in each student receiving the same grade. Rubrics will be used to grade each assignment. Students are highly encouraged to review rubrics in Canvas before submitting assignments.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

The professor welcomes questions regarding lectures, assignment expectations and grading.

Suggestions for earning a good grade:

1) Do the weekly readings
2) Turn in all assignments on time
3) Talk to the professor about any issues you are facing
4) Ask questions about assignments prior to the assignments due dates
5) Follow the syllabus and rubric guidelines for assignments.

I am typically very quick to respond to questions via email and will communicate regularly through the Announcements section in Canvas. Although I will try to send due date reminders, it’s ultimately your responsibility to follow the schedule, submit assignments on time, and communicate with me if you encounter problems or need clarification. I also do my best to grade quickly and give feedback, and the earlier you turn your papers in ahead of time, the most likely you will be to get a rapid turnaround for a grade (since I won’t have so many to grade at once if it’s more spread out).

**Academic Integrity (READ THIS!):**

Tutorial on Plagiarism (UT Arlington) [http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php)
Avoiding Plagiarism (UC Davis) [http://sja.ucdavis.edu/files/plagiarism.pdf](http://sja.ucdavis.edu/files/plagiarism.pdf)
Unacceptable Paraphrases (Indiana University Writing Tutorial Services) [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)

The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately. Changing a couple words from the original source does not constitute an appropriate summary. Direct quotes should be used sparingly. Assignments will be checked using UniCheck plagiarism checking software. Any students found plagiarizing (which includes using segments of another student’s paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the class and will be referred to the Office of Student Conduct for an Honor Code violation.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**H. Make-Up Exams**

**Late Assignments:** Assignments are not accepted past the due date unless under extreme circumstances where arrangements are made with the instructor PRIOR to the due date. Small assignments (10 points or less) will not be accepted late and cannot be made up. Late major assignments (more than 10 points) without prior arrangements may be accepted and at the discretion of the instructor and will be docked 10% of the grade for each day it is turned in late.

**I. Course Schedule**

The school “week” runs Monday through Sunday. Unless otherwise specified, all assignments are due by 11:59PM on that Sunday night.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>June 3-9</td>
<td>Module 0: Syllabus and course overview</td>
<td>Syllabus</td>
<td>Log in to Canvas and make sure you can access everything! Read through the “Getting Started” section and “Grading Rubrics”.</td>
</tr>
<tr>
<td>1</td>
<td>June 10-16</td>
<td>Module 1 - Social welfare policy and the social work profession Module 2 - Defining social welfare policy</td>
<td>Chapter 1 &amp; 2</td>
<td>Optional: Extra credit introduction discussion</td>
</tr>
<tr>
<td>2</td>
<td>June 17-23</td>
<td>Module 3 - History / Evolution of American Social Welfare Policy</td>
<td>Chapters 3</td>
<td>Quiz 1 (Covers Ch 1, 2 &amp; 3)</td>
</tr>
<tr>
<td>3</td>
<td>June 24-30</td>
<td>Module 4 - Social welfare policy analysis</td>
<td>Chapter 6</td>
<td>Policy Analysis Proposal</td>
</tr>
<tr>
<td>4</td>
<td>July 1-7</td>
<td>Module 5 - Political ideology and social welfare policy Module 6 - Political advocacy</td>
<td>Chapters 5 &amp; 7 Popple &amp; Leighninger (2011), Chapter 1 (Provided online)</td>
<td>Quiz 2 (Covers Ch 5, 6 &amp; 7 + Popple Ch 1) Ungraded: World's Smallest Political Quiz Ungraded: Module 5 Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>July 8-14</td>
<td>Module 7 - Poverty, the central issue in social welfare policy Poverty, nature and causes</td>
<td>Chapter 8 Popple &amp; Leighninger (2011), Chapter 8 (Provided online)</td>
<td>Optional: Extra credit Resources discussion</td>
</tr>
<tr>
<td>6</td>
<td>July 15-21</td>
<td>Anti-poverty policy: Module 8 - Crime &amp; Violence Module 9 - Public Assistance and Housing</td>
<td>Chapter 11 &amp; 12</td>
<td>Quiz 3 (Covers Ch 8, 11 &amp; 12 + Popple Ch 8)</td>
</tr>
<tr>
<td>7</td>
<td>July 22-28</td>
<td>Module 10 - Health Module 11 - Mental Health</td>
<td>Chapter 9</td>
<td>City Council Meeting Report</td>
</tr>
<tr>
<td>8</td>
<td>July 29-Aug 4</td>
<td>Module 12-Child Welfare Module 13-Aging</td>
<td>Chapters 10 &amp; 13</td>
<td>Quiz 4 (Covers Ch 9 10 &amp; 13)</td>
</tr>
</tbody>
</table>
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances**


**L. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](https://www.uta.edu/caps/services/psychiatric.php)) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

**M. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:

[http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php)

The following is a list, with links, of commonly used library resources:

Library Home Page........................ [http://www.uta.edu/library](http://www.uta.edu/library)
Subject Guides............................ [http://libguides.uta.edu](http://libguides.uta.edu)
Subject Librarians......................... [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
Course Reserves......................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
Library Tutorials....................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
Connecting from Off-Campus........... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian........................ [http://ask.uta.edu](http://ask.uta.edu)

7
N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/aao/fao/](http://wweb.uta.edu/aao/fao/)).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter **certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. **For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.**

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.