



## **SWK 521: Social Welfare Policy**

COURSE SYLLABUS: SEMESTER YEAR

### **INSTRUCTOR INFORMATION**

Instructor: Tahvia Merrill, LMSW-IPR

Office Location: Offsite Location in Dallas, TX

Office Hours: By Appointment

Office Phone: (214) 699-1439 (Business Cell)

University Email Address: [Tahvia.Merrill@tamuc.edu](mailto:Tahvia.Merrill@tamuc.edu) (preferred),

[TMerrill@Milesofffreedom.org](mailto:TMerrill@Milesofffreedom.org) (alternate)

Preferred Form of Communication: **1. TEXT 2. E-mail**

Communication Response Time: within 48 hours (Text is much faster)

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Karger, H. J. & Stoesz, D. (2017). American social welfare policy: A pluralist approach, (8th ed.). Pearson.

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

House Ways and Means Committee Green Book: can be accessed at:

<http://www.gpoaccess.gov/wmprints/green/index.html>

Software Required

**Optional Texts and/or Materials**

**All MSW students** need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

**Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0.**  
**Social Work Examination Services.** [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

## **Course Description**

This foundation course provides an overview of social welfare policies and programs, one of the social work practice arenas. The course emphasizes the role of social welfare policies play concerning social work ethical values and commitment in advancing human rights, social, political, cultural economic, environmental equity, and justice. Students are expected to become acquainted with the historical development of social policies in the U.S., the policy development processes, and the political philosophies and contexts that determine the policies adopted. The primary objective of the course is for students to examine social policies based on models of policy analysis, including their impact at micro, mezzo, and macro, particularly on oppressed populations. Through interactive assignments, students will also develop advocacy skills to advocate for culturally responsive, affordable, available, and accessible policies and programs.

## **Relationship to Other Courses:**

**Student Learning Outcomes** (Should be measurable; observable; use action verbs)

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
<b>Competency 3: Advance Human Rights and Social, Economic and Environmental Justice</b>		
<ul style="list-style-type: none"> <li>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</li> </ul>	Position Statement Oral testimony activities	
<ul style="list-style-type: none"> <li>Engage in practice that advance social, economic, and environmental justice</li> </ul>		
<b>Competency 5: Engage in Policy Practice</b>		
<ul style="list-style-type: none"> <li>Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services</li> </ul>	Policy Analysis Paper	
<ul style="list-style-type: none"> <li>Assess how social welfare and economic policies impact the delivery of and access to social services</li> </ul>		
<ul style="list-style-type: none"> <li>Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice</li> </ul>		

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

### **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

### **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.

4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

<b>Assessments</b>	<b>Value</b>
Position Statement Paper and Oral Testimony: <ul style="list-style-type: none"> <li>• Position Statement (50 pts.)</li> <li>• Testimony Simulation (25 pts.)</li> </ul>	75
Policy Analysis Paper	100
<b>TOTAL POINTS</b>	<b>175</b>

## Assessments

### POSITION STATEMENT PAPER AND ORAL TESTIMONY (75)

How to write a position paper:

The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references or primary source quotations
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue where there is a clear division of opinion, and which is arguable with facts. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically. Prior to writing your position paper, define and limit your issue carefully. Social issues are complex with multiple solutions. Narrow the topic of your position paper to something that is manageable. Research your issue thoroughly, consulting experts and obtaining primary documents. Consider feasibility, cost-effectiveness and the political/social climate when evaluating possible solutions and courses of action.

The following structure is typical of a position paper:

An introduction—clearly identify the issue and state the author's position (should catch the reader's attention). The introduction should contain the following:

- Identification of the issue
- Statement of the position

The body—several paragraphs and should clarify the position of the author which is supported by evidence and facts (evidence can be primary source quotations, statistical data, interviews with experts, and indisputable dates or events). The body should contain the following:

Background information

- Supporting evidence or facts
- A discussion of both sides of the issue

A conclusion should contain the following:

- Suggested courses of action
- Possible solutions

### **Part I: Position Statement (50 pts)**

In social work practice, a position statement is a form of policy declaration. Position papers that generally provide detail and specificity arising out of an analysis and are aimed at enlightening and educating as well as influencing. You may choose from state, federal, or international policies.

You are required to hand in a 2-page position statement in letter form. You must support your position with a minimum of 3 journal articles. The letter should be written single spaced, 12-point font, and Times New Roman or Arial type.

You are required to use the following format:

1. Identification of the bill and its sponsor (selected policy).
2. Identify yourself and the organization you represent for the purposes of this issue
3. Brief summary statement of your position.
4. Summary of the issues and rationale for your position.
5. Statement of recommendation for changes.
6. Conclusion summarizing key points
7. Closing

### **Part II: Oral Testimony (25 pts)**

You are required to give oral testimony presenting the position you took in your position statement. You will record yourself on a video (up to 5 minutes) and upload it (more details later). You are required to use the following format:

1. Identification of the person giving testimony.
2. Statement of appreciation to the hearing committee.
3. Brief statement of position taken.
4. Summary of issues and statement of rationale.
5. Statement of recommendations or changes.
6. Offer of assistance and thanks.

## **2. POLICY ANALYSIS PAPER (100 pts)**

The purpose of this task is to arrive at a general understanding of the present-day policies that have been established to deal with the social problem under consideration. More specifically, policy analysis attempts to determine historical antecedents to existing policy; the values and goals implicit and/or explicit in a policy; and the sources – legislative, judicial or administrative– from which the current formalized policy has emanated. Within this context the student examines the scope of coverage, the kind and level of benefits to be provided in the interest of attaining the goals set forth in the policy, and other specific

features that influence the way social services are made available to the problem population. Consider how policies are written to affect certain populations based on gender, sexual orientation, race and/or class.

You will select a current state or federal social welfare policy. Using the model for policy analysis in the textbook (Chapter 3), you will write a Policy Analysis paper on your chosen policy. Papers should be 12-14 pages. Quality is considered more important than quantity.

Students will submit sections of their Policy Analysis Paper by the due date for approval and review by the instructor. If students do NOT submit these initial components of the assignment **by the due date**, there will be a **10-point deduction** from the Policy Analysis paper grade. Submission of the sections paper will reassure students that they are “on the right track” and they will receive sufficient feedback to help direct the completion of their final paper.

## TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## LMS

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary



use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two business days

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

# School of Social Work and Council on Social Work Education Specific Policies

## Course Engagement

### Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

## Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

## Department Code of Conduct

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offenses may be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

**University Code of Conduct** located in the *Student Guidebook* at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

## APPENDIX A RUBRICS

### POSITION STATEMENT PAPER (50) AND ORAL TESTIMONY Rubric (25)

In social work practice, a position statement is a form of policy declaration. Position papers that generally provide detail and specificity arising out of an analysis and are aimed at enlightening and educating as well as influencing. You may choose from state, federal, or international policies.

You are required to hand in a 2-page position statement in letter form. You must support your position with a minimum of 3 journal articles. The letter should be written single spaced, 12-point font, and Times New Roman or Arial type.

You are required to use the following format:

- Identification, description of the bill and its sponsor(s) **5 pts**
- Describe the issue at hand and the population affected **2.5 pts**
- Include the target of change and key players (also, identify yourself and the organization you represent for the purposes of this issue) **2.5 pts**
- Include benefit or risk for society if bill is approved or not include statistical evidence to support your position. **10 pts**
- Describe funding or resources required for the proposal **5 pts**
- Assume your position (are you in support or opposition)
- Validate your position with authoritative references or primary source quotations (support your position with a minimum of 3 journal articles) **10 pts**
- Propose specific recommendations to the bill **10 pts**
- Conclusion summarizing key points **5 pts**

Format: 2-3 pages Word document; double spaced. Include a cover page and Bibliography page with the sources of information cited and referenced. Upload to D2L by the due date delineated in Appendix B.

### Simulate a Public Testimony in 3-5 minutes (25 pts.):

You are required to give oral testimony presenting the position you took in your position statement. You will record yourself on a video (up to 5 minutes) and upload it (more details later). You are required to use the following format. You will read the testimony to “policymakers” (2-3 members of your cohort).

1. Identify the “policy makers,” their role in the public hearing, identify yourself as the presenter and the institution you represent. **2.5 pts**
2. Statement of appreciation to the hearing committee. **2.5 pts**
3. Brief statement of position taken. **10 pts**
4. Summary of issues and statement of rationale. **5 pts**
5. Statement of recommendations or changes. **2.5 pts**
6. Offer of assistance and thanks. **2.5 pts**

## POLICY ANALYSIS PAPER Rubric

### GENERAL DESCRIPTION:

Students will conduct a policy analysis paper on a federal or state **social policy or social welfare program instituted by a specific social policy** being or previously implemented. Each student will deliver a 10-12-page policy assessment paper with at least **10 relevant and reliable sources** at the end of the semester. This assignment focuses on identifying the *effectiveness* of the policy or program. Students will assess how well a policy or program ameliorated or eradicated the social problem of focus and recognize the extent to which the policy enhances the well-being or continues to oppress the target population.

With this assignment, students will refer to the NASW Code of Ethics and use research and critical thinking skills to evaluate the selected policy or program. The paper must follow **APA style and format** according to the 7<sup>th</sup> edition of the *Publication Manual of the American Psychological Association*. The instructor will publish the due dates for the draft and final paper in the Course Outline/Schedule in the Syllabus and in the course shell.

### Guideline:

#### Using the Policy Analysis model in the textbook (pp.50-56)

1. Each student will select an existing federal or state welfare policy or social service program instituted by a specific social policy.
2. **Analyze the selected policy or social welfare program in 10-12 pages** (excluding the cover and reference pages) with at least **10 relevant and reliable sources** of information published in the last 10 years according to the Rubric (See Appendix A)
3. Submit the draft for the instructor's feedback. Thus, the final paper submitted should result in higher quality and grade.

Criteria	Points Earned
<p><b>Wrote a strong introduction. (5 pts.)</b></p> <ul style="list-style-type: none"> <li>Identified the social problem the selected policy is responding to</li> <li>Included the name of the policy.</li> <li>Included a thesis statement.</li> <li>Explained the purpose and importance of this paper.</li> <li>Introduce the themes and organization of the paper.</li> </ul>	
<p><b>Described the historical background of the policy. (15 pts.)</b></p> <ul style="list-style-type: none"> <li>Illustrated the social problem(s) that led to the development of the policy</li> <li>Explained the importance of the problem to society</li> <li>Described how the problem was handled before the existence of the policy</li> <li>Described how and when the policy originated</li> <li>Identified constituents that advocated in favor and against the policy</li> <li>Shared how the policy has changed over time</li> </ul>	
<p><b>Described the social problem that necessitates the policy and the population impacted. (15 pts.)</b></p> <ul style="list-style-type: none"> <li>Described the nature of the social problem</li> <li>Described the causes (roots) of the social problem from different according to published research</li> <li>Described population(s) impacted and how</li> <li>Included how widespread, and prevalence (statistics), implications of the social problem</li> </ul>	
<p><b>Described the social policy. (15 pts.)</b></p> <ul style="list-style-type: none"> <li>Identified what type of policy it is (federal, state, law, administrative order, judicial determination, ...) and the period of existence of the policy</li> <li>Described the goal (short and long term), expected outcomes, and provisions (resources and opportunities) of the policy</li> <li>Identified the knowledge, theoretical, or research grounds of the policy</li> <li>Explained who will benefit from identifying eligibility and requirements to access the services/resources determined in the policy</li> <li>Identified resources allocation and budget assigned to implement the policy</li> <li>Presented which institution(s) is charged with implementing and evaluating the policy</li> <li>Identified the criteria determined to assess the effectiveness of the policy</li> </ul>	
<p><b>Analyzed the policy evidencing how it has alleviated or not the social problem it intended. (20 pts.)</b></p> <ul style="list-style-type: none"> <li>Indicated if the policy goals are legal and democratic</li> <li>Explained if the policy contributes to social equality, equity, and justice</li> <li>Described how the policy has been implemented and it has helped redistribution of income, resources, rights, entitlements, rewards, opportunities, and status</li> <li>Explained how the policy responded to the needs of the population it intended to serve or who is benefiting from the policy</li> <li>Presented quantitative and qualitative data of outcomes using published research, agency, or legislative reports</li> <li>Discussed how the goals of the policy contributed to better the quality of life or to an adverse effect on the quality of life of the target population</li> </ul>	



<ul style="list-style-type: none"> <li>• Explained how the policy has contributed to the social relations between the target population and overall society</li> <li>• Discussed how the goal, objectives, and provisions of the policy are consistent with the values and principles of the profession of social work (NASW Code of Ethics)</li> </ul>	
<p><b>Wrote a strong conclusion. (5 pts.)</b></p> <ul style="list-style-type: none"> <li>• Reinstated the thesis statement.</li> <li>• Summarized the paper.</li> <li>• Offered recommendations to the policy to better respond to the problem and equitable outcomes</li> </ul>	
<p><b>Wrote clearly and concisely using correct grammar, spelling, acronyms, punctuations, and academic tone. (10 pts.)</b></p> <ul style="list-style-type: none"> <li>• Wrote in 3<sup>rd</sup> person.</li> <li>• Used proper sentence structure and length with correct punctuation, especially commas and apostrophes.</li> <li>• Used good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs.</li> <li>• Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas).</li> <li>• Wrote with minimum spelling errors/typos.</li> <li>• Avoided colloquial and biased expressions.</li> <li>• Stayed within a range of <b>10 to 12 pages</b> (excluding title and reference pages).</li> </ul>	
<p><b>Followed APA style to format the paper. (5 pts.)</b></p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Line spacing</li> <li>• Headings and sub-headings (organized paper around key themes related to the subject of study)</li> <li>• Page numbers</li> <li>• Font</li> <li>• Margins</li> </ul>	
<p><b>Followed APA 7<sup>th</sup> ed. citing and referencing relevant and reliable sources of information. (10 pts.)</b></p> <ul style="list-style-type: none"> <li>• Identified <b>at least 10</b> (relevant and reliable) and up-to-date (less than 10 years old) sources.</li> <li>• <b>Paraphrased</b> and quoted adequately; however, not over-quoted.</li> <li>• Cited <b>the sources</b> of information accurately using different citing structures (<i>parenthetical and narrative citations</i>).</li> <li>• Formatted the sources of information and <b>reference</b> page accordingly.</li> </ul>	
<p><b>TOTAL POINTS</b></p>	

## Appendix B

### COURSE OUTLINE / CALENDAR

Weeks	Class Zoom Gatherings	Topics & Instructional Materials	Application Activities, Quizzes and Major Assignments
<b>Week 1</b> 1/29-2/4	Thursday, 02/01 6:00pm  Join URL: <a href="https://tamuc.zoom.us/j/93372568262">https://tamuc.zoom.us/j/93372568262</a>	<b><i>Intro to the Course:</i></b> Description, Objectives, Structure, Policies, Assignments & Schedule	<b>Required readings:</b> Read Syllabus  CHAP 1- Social Policy and the American Welfare State  CHAP 2- A Brief History of the American Social Welfare System
<b>Week 2</b> 2/5-2/11	<b>No Zoom this week</b>	Social Welfare Policy Research	<b>Required reading:</b>  CHAP 3- Social Welfare Policy Research  <b>QUIZ 1 (20 pts.)</b> <b>Chapters 1, 2, and 3</b> <b>DUE</b> <b>Sunday, 01/29</b> <b>at 11:59pm</b>
<b>Week 3</b> 2/12-2/18	Thursday, 02/15 6:00pm  Join URL: <a href="https://tamuc.zoom.us/j/93372568262">https://tamuc.zoom.us/j/93372568262</a>	Discrimination in American Society	<b>Required reading:</b>  CHAP 4- Discrimination in American Society
<b>Week 4</b> 2/19-2/25	<b>No Zoom this week</b>	Poverty in America	<b>Required reading:</b>  CHAP 5- Poverty in America  <b>QUIZ 2 (20 pts.)</b> <b>Chapters 4 and 5</b> <b>DUE</b> <b>Sunday, 02/12</b> <b>at 11:59pm</b>

Weeks	Class Zoom Gatherings	Topics & Instructional Materials	Application Activities, Quizzes and Major Assignments
<b>Week 5</b> 2/26-3/3	Thursday, 02/16 6:00pm  Join URL: <a href="https://tamuc.zoom.us/j/93372568262">https://tamuc.zoom.us/j/93372568262</a>	The Voluntary Sector Today  Privatization and Human Service Corporations	<b>Required reading:</b>  <b>CHAP 6- The Voluntary Sector Today</b>  <b>CHAP 7- Privatization and Human Service Corporations</b>  <b>QUIZ 3 (20 pts.)</b> <b>Chapters 6 and 7</b> <b>DUE</b> <b>Sunday 02/19</b> <b>at 11:59pm</b>
<b>Week 6</b> 3/4-3/10	<b>No Zoom this week</b>	The Making of Governmental Policy	<b>Required reading:</b>  CHAP 8- The Making of Governmental Policy
<b>Week 7</b> 3/11-17	SPRING BREAK		
<b>Week 8</b> 3/18-3/24	<b>No Zoom this week</b>	Tax Policy and Income Distribution	<b>Required reading:</b>  CHAP 9- Tax Policy and Income Distribution  <b>Position Statement (50 pts.) &amp; Testimony Simulation (25 pts.)</b> <b>DUE</b> <b>SUNDAY 03/05</b> <b>at 11:59pm</b>  <i>**See note regarding late submissions at the end of the table.</i>

Weeks	Class Zoom Gatherings	Topics & Instructional Materials	Application Activities, Quizzes and Major Assignments
<b>Week 9</b> 3/25-3/31	Thursday, 03/28 6:00pm  Join URL: <a href="https://tamuc.zoom.us/j/93372568262">https://tamuc.zoom.us/j/93372568262</a>	Social Insurance Programs	<b>Required reading:</b>  CHAP 10- Social Insurance Programs
<b>Week 10</b> 4/1-4/7	<b>No Zoom this week</b>	Public Assistance Programs	<b>Required reading:</b>  CHAP 11- Public Assistance Programs  <b>Optional- Policy Analysis Paper Rough Draft</b>  <b>Feedback available beginning this week.</b>
<b>Week 11</b> 4/8-4/14	Join URL: <a href="https://tamuc.zoom.us/j/93372568262">https://tamuc.zoom.us/j/93372568262</a>	The American Healthcare System  Mental Health and Substance Abuse Policy	<b>Required readings:</b>  CHAP 12- The American Healthcare System  CHAP 13- Mental Health and Substance Abuse Policy  <b>QUIZ 4 (20 pts.) Chapters 11, 12 and 13 DUE Sunday 04/02 at 11:59pm</b>
<b>Week 12</b> 4/15-21	<b>No Zoom this week</b>	Criminal Justice	<b>Required reading:</b>  CHAP 14- Criminal Justice

Weeks	Class Zoom Gatherings	Topics & Instructional Materials	Application Activities, Quizzes and Major Assignments
<b>Week 13</b> 4/22-4/28	Thursday, 04/13 6:00pm  Join URL: <a href="https://tamuc.zoom.us/j/93372568262">https://tamuc.zoom.us/j/93372568262</a>	Child Welfare Policy	<b>Required reading:</b>  CHAP 15- Child Welfare Policy  <b>Policy Analysis Paper (100 pts.)</b> <b>DUE</b> <b>Sunday 04/16</b> <b>at 11:59pm</b>  <i>**See note regarding late submissions at the end of the table.</i>
<b>Week 14</b> 4/29-5/5	<b>No Zoom this week</b>	Housing Policies	<b>Required reading:</b>  CHAP 16- Housing Policies  <b>QUIZ 5 (20 pts.)</b> <b>Chapters 15 and 16</b> <b>DUE</b> <b>Sunday 04/23</b> <b>at 11:59pm</b>
<b>Week 15</b> 5/6-5/10	Thursday, 04/27 6:00pm  Join URL: <a href="https://tamuc.zoom.us/j/93372568262">https://tamuc.zoom.us/j/93372568262</a>	The Politics of Food Policy and Rural Life	<b>Required reading:</b>  CHAP 17- The Politics of Food Policy and Rural Life  CHAP 18- The American Welfare State in International Perspective

**\*\* Note:** 1-tenth (10<sup>th</sup>) of points will be deducted from the final grade for each day of late submissions (1-24 hrs.=5/10 pts., 25-48 hrs.=10/20 pts., 49-72 hrs.=15/30 pts).