SWK 521: Social Welfare Policy
COURSE SYLLABUS: SPRING 2026
Web-based

INSTRUCTOR INFORMATION

Instructor: **Jose B. Yerena, MSW, LCPAA**

Office Location: **Virtual**

Office Hours: **Monday through Friday from 12:00 PM to 1:00 PM and by appointment**

Office Phone: **(956) 579-9456**

University Email Address: **Jose.Yerena@etamuc.edu**

Preferred Form of Communication**: Text or E-mail**

Communication Response Time: **Within 48 hours**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to TELUS Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.

QR Code TELUS

COURSE INFORMATION

Materials: Textbooks, Readings, and 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:
　　　Accessed at: http://www.gpoaccess.gov/wmprints/green/index.html

Software Required

- D2L (in MyLeo)
- Microsoft Office
  - Access at: Student Instructions to Sign Up Free for Microsoft Office

Optional Texts and/or Materials

All MSW students must purchase the following study materials to prepare for the Graduate Comprehensive Exam they will take in their final semester. Students must pass the exam to receive their 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.
　　　To purchase access: **https://swes.net/studymaterials/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 US, 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

The 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 cognitive and affective processes that comprise the expected outcomes for this course.

	Activity / Assessment	Dimension
Competency 3: Advance Human Rights and Social, Economic and Environmental Justice		
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Position Statement Oral testimony activities	Knowledge, Skills, Values and Cognitive and Affective
Engage in practice that advance social, economic, and environmental justice.		
Competency 5: Engage in Policy Practice		
Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.	Policy Analysis Paper	Knowledge, Skills, Values and Cognitive and Affective
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.		

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, students will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, students will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook email. If students have any issues with using the various systems or software, students must contact Support Services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, 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 for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:
1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this course and the program.
2. Adhered to the School of Social Work and University Student Code of Conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including 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. Complete assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.

9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and 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

Assessments	Value
5 Quizzes (20 points each)	100
Midterm Exam	100
Final Exam	100
Position Statement Paper and Oral Testimony: ○ Position Statement (50 points) ○ Testimony Simulation (25 points)	75
Policy Analysis Paper	100
TOTAL POINTS	**475**

Assessments

QUIZZES (100 points)

Students will take a total of 5 open-book quizzes over textbook chapters throughout the semester on D2L. Each quiz has a 20-point value. Reference Appendix B for quiz due date and chapters covered. Quiz questions consist of the following: multiple choice and true/false. Students will have 2 hours to complete each quiz in a single sitting; the clock will not pause to continue later. Quizzes will be available between Friday, 12:00 AM and Sunday, 11:59 PM of the corresponding week. Students will not be able to make-up quizzes.

MIDTERM EXAM (100 points)

Students will take an open-book Midterm exam over Chapters 1-9 on D2L. Midterm exam has a 100-point value. Reference Appendix B for exam due date. Exam questions consist of the following: multiple choice and true/false. Students will have 4 hours to complete exam in a single sitting; the clock will not pause to continue later. Exam will be available

between Friday, 12:00 AM and Sunday, 11:59 PM of the corresponding week. Students will not be able to make-up exam.

FINAL EXAM (100 points)

Students will take an open-book Final exam over Chapters 10-18 on D2L. Final exam has a 100-point value. Reference Appendix B for exam due date. Exam questions consist of the following: multiple choice and true/false. Students will have 4 hours to complete each exam in a single sitting; the clock will not pause to continue later. Exam will be available between Friday, 12:00 AM and Sunday, 11:59 PM of the corresponding week. Students will not be able to make-up exam.

POSITION STATEMENT PAPER AND ORAL TESTIMONY (75 points)

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 rational for that position. The Position Paper is based on facts that provide a solid foundation for your argument.

In the Position Paper you should:
- o Use evidence to support your position, such as statistical evidence or dates and events.
- o Validate your position with authoritative references or primary source quotations.
- o Examine the strengths and weaknesses of your position.
- o 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. Students may choose an issue on which students have already formed an opinion. However, in writing about this issue, students must examine their opinion of the issue critically. Prior to writing the Position Paper, define and limit students' issue carefully. Social issues are complex with multiple solutions. Narrow the topic of the Position Paper to something that is manageable. Research the 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 identifies the issue and states the author's position (should catch the reader's attention).

The introduction should contain the following:
- o Identification of the issue
- o Statement of the position

The body (several paragraphs) 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:
- o Supporting evidence or facts
- o A discussion of both sides of the issue

A conclusion should contain the following:
- o Suggested courses of action
- o Possible solutions

Part I: Position Statement (50 points)

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. Students may choose from state, federal, or international policies.

Students are required to submit a 4-to-5-page Position Statement in letter form. Students must support their position with a minimum of 3 journal articles. The letter should be written double spaced, 12-point Arial or Times New Roman font.

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 points)

Students are required to give an oral simulated public testimony presenting the position taken in the Position Statement Paper. Students will record themselves on a video (minimum 3 minutes and maximum 5 minutes) presenting their testimony to "policy makers". Students must upload video to D2L by the due date outlined in Appendix B.

You are required to use the following format:
1. Identification of the "policy makers", their role in the public hearing; and identification of the person giving testimony (yourself as the presenter and the institution you represent).

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.

POLICY ANALYSIS PAPER (100 points)

The purpose of this assignment 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, students examine 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.

Students will select a current state or federal social welfare policy. Using the model for Policy Analysis in the textbook (Chapter 3), Students will write a Policy Analysis Paper on the chosen policy. The Policy Analysis Papers should be 10 to 12 pages. Quality is considered more important than quantity.

Students will have the opportunity to submit rough draft of their Policy Analysis Paper (optional), with due date noted in Appendix B, for Instructor feedback. Submission of the rough draft will reassure students that they are "on the right track" and will receive sufficient feedback to help direct the completion of their final paper.

Due Date Policy

No late work will be accepted. Thus, students will need to submit assignments within the designated timeframe.

TECHNOLOGY REQUIREMENTS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS).

The following 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

Zoom Video Conferencing Tool:
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

Students will need their campus-wide ID (CWID) and password to log into the course. If students do not know their CWID or have forgotten their password, contact the Center for IT Excellence (CITE) at (903) 468-6000 or helpdesk@etamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Students need to have a back-up method to deal with these inevitable problems. These methods might include the availability of a back-up PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an East Texas A&M University campus open computer lab, etc.

COMMUNICATION AND SUPPORT

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

Technical Support

If students 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 students have any questions or are having difficulties with the course material, please contact the Instructor via email. Instructor will respond to email queries within 2 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

University Code of Conduct

East Texas A&M University has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the Student Guidebook.

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.

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the NASW Code of Ethics.

Student Conduct

All students enrolled at East Texas A&M 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.

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.

East Texas A&M University Attendance

For more information about the attendance policy, please visit the Attendance webpage and Procedure 13.99.99.R0.01.

Academic Integrity

Students at East Texas A&M University 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:

Graduate Student Academic Dishonesty 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

University Rules on Research

Students involved in conducting research and/or scholarly activities at East Texas A&M University must also adhere to standards set forth in University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work.

AI Use Policy

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course Instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual Instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow the Instructor's guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Graduate Student Academic Dishonesty 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

Undergraduate Student Academic Dishonesty 13.99.99.R0.03
Undergraduate Academic Dishonesty Form

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 students have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
East Texas A&M University
Velma K. Waters Library, Room 162
Phone: (903) 886-5150 or (903) 886-5835
Fax: (903) 468-8148

Email: StudentDisabilityServices@etamuc.edu

Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at (903) 886-5868 or 911.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M – Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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.etamuc.edu/counsel.**

School of Social Work & 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, quizzes/tests, 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 the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or face to face, 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 to successfully complete the course.

Student Conduct

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

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the Academic and Professional Issues Committee.

Graduate Students have the right to appeal to the Graduate Dean according to University Procedure 13.99.99.R0.39.

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to University Procedure 13.99.99.R0.41.

"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 offences may be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook page 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 is located in the Student Guidebook at

http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (page

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

<div align="center">

APPENDIX A

RUBRICS

POSITION STATEMENT PAPER & ORAL TESTIMONY RUBRICS

</div>

Position Statement Paper Rubric (50 points)

In Social Work practice, a Position Statement is a form of policy declaration. Position Papers generally provide detail and specificity arising out of an analysis and are aimed at enlightening and educating as well as influencing. Students may choose from state, federal, or international policies. Select and study a current legislative bill, research the issue, and determine your support or opposition to the policy.

Students are required to submit a 4-to-5-page Position Statement Paper. Students must support their position with a minimum of 3 journal articles. The Position Statement Paper must be written double spaced, 12-point Arial or Times New Roman font, following APA format.

Students are required to use the following format:

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

Students are required to adhere to APA format:

- o Include a cover page and reference page

Assignment submittal:

- o Upload to D2L by the due date outlined in Appendix B

Oral Simulated Public Testimony Rubric (25 points)

Students are required to give an oral simulated public testimony presenting the position taken in the Position Statement Paper. Students must record themselves in a video (minimum 3 minutes and maximum 5 minutes) presenting the testimony to "policy makers". Students must upload video to D2L by the due date outlined in Appendix B.

Students are required to use the following format:

- Identify the "policy makers", their role in the public hearing; and identify yourself as the presenter and the institution you represent – **2.5 points**
- Statement of appreciation to the hearing committee – **2.5 points**
- Brief statement of position taken – **10 points**
- Summary of issues and statement of rationale – **5 points**
- Statement of recommendations or changes – **2.5 points**
- Offer of assistance and thanks – **2.5 points**

POLICY ANALYSIS PAPER RUBRIC

Policy Analysis Paper Rubric (100 points)

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-to-12-page Policy Analysis Paper with at least 10 relevant and reliable sources. 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 Policy Analysis Paper must follow APA style and format according to the 7th edition of the Publication Manual of the American Psychological Association.

Guideline:

Using the Policy Analysis model in the textbook (pp. 50 - 56):
- Each student will select an existing federal or state Welfare Policy or Social Service Program instituted by a specific Social Policy.
- Analyze the selected policy or social welfare program in 10 to 12 pages with a minimum of 10 relevant and reliable sources of information published in the last 10 years.
- Optional: Submit the draft for Instructor's feedback by the due date outlined in Appendix B. Thus, the final paper submitted should result in higher quality and grade.

You are required to adhere to APA format:

- Include a cover page and reference page

Assignment submittal:

   o   Upload to D2L by the due date outlined in Appendix B

Rubric Criteria	Point Value
Wrote a strong introduction. o Identified the social problem the selected policy is responding to. o Included the name of the policy. o Included a thesis statement. o Explained the purpose and importance of this paper. o Introduce the themes and organization of the paper.	**5**
Described the historical background of the policy. o Illustrated the social problem(s) that led to the development of the policy. o Explained the importance of the problem to society. o Described how the problem was handled before the existence of the policy. o Described how and when the policy originated. o Identified constituents that advocated in favor and against the policy. o Shared how the policy has changed over time.	**15**
Described the social problem that necessitates the policy and the population impacted. o Described the nature of the social problem. o Described the causes (roots) of the social problem according to published research. o Described population(s) impacted and how. o Included how widespread, and prevalence (statistics), implications of the social problem.	**15**
Described the social policy. o Identified what type of policy it is (federal, state, law, administrative order, judicial determination, etc.) and the period of existence of the policy. o Described the goal (short and long term), expected outcomes, and provisions (resources and opportunities) of the policy. o Identified the knowledge, theoretical, or research grounds of the policy. o Explained who will benefit from identifying eligibility and requirements to access the services/resources determined in the policy. o Identified resource allocation and budget assigned to implement the policy. o Presented which institution(s) is charged with implementing and evaluating the policy. o Identified the criteria determined to assess the effectiveness of the policy.	**15**
Analyzed the policy evidencing how it has alleviated or not the social problem it intended. o Indicated if the policy goals are legal and democratic. o Explained if the policy contributes to social equality, equity, and justice. o Described how the policy has been implemented and it has helped redistribution of income, resources, rights, entitlements, rewards, opportunities, and status. o Explained how the policy responded to the needs of the population it intended to serve or who is benefiting from the policy.	**20**

- Presented quantitative and qualitative data of outcomes using published research, agency, or legislative reports. - 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. - Explained how the policy has contributed to the social relations between the target population and overall society. - 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).	
Wrote a strong conclusion. - Reinstated the thesis statement. - Summarized the paper. - Offered recommendations to the policy to better respond to the problem and equitable outcomes.	**5**
Wrote clearly and concisely using correct grammar, spelling, acronyms, punctuations, and academic tone. - Wrote in 3rd person. - Used proper sentence structure and length with correct punctuation, especially commas and apostrophes. - Used good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs. - Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas). - Wrote with minimum spelling errors/typos. - Avoided colloquial and biased expressions. - Stayed within a range of 10 to 12 pages.	**10**
Followed APA style to format the paper. - Title page - Line spacing - Headings and sub-headings (organized paper around key themes related to the subject of study) - Page numbers - Font - Margins - Reference page	**5**
Followed APA 7th ed. citing and referencing relevant and reliable sources of information. - Identified and used at least 10 relevant, reliable, and up-to-date (less than 10 years old) sources. - Paraphrased and quoted adequately; however, not over-quoted. - Cited the sources of information accurately using different citing structures (parenthetical and narrative citations). - Formatted the sources of information and reference page accordingly.	**10**
TOTAL POINTS	**100**

APPENDIX B

COURSE OUTLINE / CALENDAR

Weeks	Class Zoom Gatherings	Topics & Instructional Materials	Application Activities, Quizzes and Major Assignments
Week 1 01/12-01/18	Thursday, 01/15/2026 at 6:00 PM	**Course Intro and Syllabus Review:** Description, Objectives, Structure, Policies, Schedule, and Assignments	**Required readings:** Chapter 1: Social Policy and the American Welfare State Chapter 2: A Brief History of the American Social Welfare System
Week 2 01/19-01/25	**No Zoom class this week.**	Social Welfare Policy Research	**Required reading:** Chapter 3: Social Welfare Policy Research **Quiz 1 (20 points) Over Chapters 1, 2, & 3 Due: Sunday, 01/25/2026 by 11:59 PM**
Week 3 01/26-02/01	Thursday, 01/29/2026 at 6:00 PM	Discrimination in American Society	**Required reading:** Chapter 4: Discrimination in American Society
Week 4 02/02-02/08	**No Zoom class this week.**	Poverty in America	**Required reading:** Chapter 5: Poverty in America **Quiz 2 (20 points) Over Chapters 4 & 5 Due: Sunday, 02/08/2026 by 11:59 PM**

Week			
Week 5 02/09-02/15	Thursday, 02/12/2026 at 6:00 PM	The Voluntary Sector Today Privatization and Human Service Corporations	**Required readings:** Chapter 6: The Voluntary Sector Today Chapter 7: Privatization and Human Service Corporations **Quiz 3 (20 points)** **Over Chapters 6 & 7** **Due: Sunday, 02/15/2026 by 11:59 PM**
Week 6 02/16-02/22	**No Zoom class this week.**	The Making of Governmental Policy	**Required reading:** Chapter 8: The Making of Governmental Policy
Week 7 02/23-03/01	Thursday, 02/26/2026 at 6:00 PM	Tax Policy and Income Distribution	**Required reading:** Chapter 9: Tax Policy and Income Distribution **Midterm Exam (100 points)** **Over Chapters 1-9** **Due: Sunday, 03/01/2026 by 11:59 PM**
Week 8 03/02-03/08	**No Zoom class this week.**	Social Insurance Programs	**Required reading:** Chapter 10: Social Insurance Programs **Position Statement (50 points) & Oral Testimony Simulation (25 points)** **Due: Sunday, 03/08/2026 by 11:59 PM**

Week	
Week 9 03/09-03/15	**SPRING BREAK**

Week 10 03/16-03/22	Thursday, 03/19/2026 at 6:00 PM	Public Assistance Programs	**Required reading:** Chapter 11: Public Assistance Programs **Optional: Policy Analysis Paper Rough Draft Due: Sunday, 03/22/2026 by 11:59 PM**
Week 11 03/23-03/29	**No Zoom class this week.**	The American Healthcare System Mental Health and Substance Abuse Policy	**Required readings:** Chapter 12: The American Healthcare System Chapter 13: Mental Health and Substance Abuse Policy **Quiz 4 (20 points) Over Chapters 11, 12, & 13 Due: Sunday, 03/29/2026 by 11:59 PM**
Week 12 03/30-04/05	Thursday, 04/02/2026 at 6:00 PM	Criminal Justice	**Required reading:** Chapter 14: Criminal Justice
Week 13 04/06-04/12	**No Zoom class this week**	Child Welfare Policy	**Required reading:** Chapter 15: Child Welfare Policy
Week 14 04/13-04/19	Thursday, 04/16/2026 at 6:00 PM	Housing Policies	**Required reading:** Chapter 16: Housing Policies **Quiz 5 (20 points) Over Chapters 15 & 16 Due: Sunday, 04/19/2026 by 11:59 PM**

		The Politics of Food Policy and Rural Life The American Welfare State in International Perspective	**Required reading:** Chapter 17: The Politics of Food Policy and Rural Life Chapter 18: The American Welfare State in International Perspective **Policy Analysis Paper (100 points)** **Due: Sunday, 04/26/2026 by 11:59 PM**
Week 15 04/20-04/26	**No Zoom class this week.**		
Week 16 04/27-05/03	Thursday, 04/30/2026 at 6:00 PM	Review	**Final Exam (100 points)** **Over Chapters 10-18** **Due: Sunday, 05/03/2026 by 11:59 PM**

** The *syllabus/schedule is subject to change.* **