A. 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.

B. 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


I encourage students to take an active role in their own learning by providing supplemental materials on Canvas such as videos, documentaries, and reading recommendations which, although not required, gives students the opportunity to deepen their understanding of topics or concepts they are most interested in.

E. Descriptions of Major Assignments and Examinations

Overview:

This class takes you one step closer to making a BIG difference in your clients’ lives! You will get to learn about many different policies and programs which play a critical role in helping social workers provide resources, advocacy, and assistance. Regardless of whether you intend to focus on micro or macro level social work, policy matters

I’ve also designed the course to include an interactive, hands-on learning experience as well as practical assignments that will prepare you for tasks expected of “real” social workers. In addition to creating a strong foundation of the basics of American social welfare policies, you’ll have a chance to gain a deeper mastery of a topic you’re passionate about by applying your new learning to a policy analysis paper.

Knowledge: After successfully completing assigned readings, lecture materials and course assignments, students will be able to remember, understand, apply, analyze, and evaluate information about a variety of social welfare policies and be able to create new material based on this knowledge.

Skills and Abilities: After successfully completing assigned readings, lecture materials and course assignments, students will further develop skills such as professional writing, interpersonal communication, creative problem solving, and critical thinking.
**Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>City Council Meeting Report</td>
<td>15</td>
</tr>
<tr>
<td>Policy Analysis (Final Paper)</td>
<td>25</td>
</tr>
<tr>
<td>3 Minute Advocacy Video</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. **For all assignments (including discussion boards), please see the RUBRIC in Canvas (Modules > Course Materials > Grading Rubrics) for additional information on assignment expectations!**

1. **Discussion Boards (10 points total)**

In an effort to build community, foster the sharing of diverse perspectives, and apply what you are reading and/or watching in the lecture videos, you will be able to engage in discussion boards with your classmates.

The discussion prompts will require you to think critically about the prompt and course materials, responding in at least 50 words. You will also be able to see what your classmates wrote and respond to at least one of them with thoughtful comments and questions (at least 100 words) that reflect your knowledge of course concepts. It is expected that all responses to questions will be clearly written using correct spelling and grammar.

I understand that many students have hectic lives and I want to be intentional about limiting “busy work”. Therefore, there will only be 3 discussion boards:

- Introduction (2 points)
- Response to another student’s 3-minute advocacy video (6 points)
- Wrap up (2 points)

Detailed discussion board prompts/instructions will be given in Canvas.

**In order to give a more in-class feel to an online forum and to accommodate those who enjoy connecting through discussion boards more often, I have also created several optional, ungraded discussion boards which you may use to share thoughts and talk with your classmates about various topics if you choose.**

The classroom dialogues (Discussion Boards) should be an inclusive, intellectually stimulating environment where students are able to learn new and varied perspectives, express their opinions, and ask questions. Class discussions are great opportunity to practice being respectful, considerate, empathetic and professional. Students are expected to strive to exemplify the UTA Principles of Community of mutual respect, constructive communication, a supportive environment, collaborative relationships, leadership & service, and inclusion & diversity. Be cool! Any inappropriate or derogatory responses may be subject to point deduction and/or disciplinary action.

Remember to view the discussion board rubric under Modules > Course Materials > Grading Rubrics for detailed instructions on expectations!
2. Reading Quizzes (4 at 10 points each; 40 points total).

The content in this class is important stuff- for your future classes, licensing exams, field placements, careers, etc., so I want to make sure you retain this knowledge for years to come. One of the ways I help you practice and “ingrain” key concepts is through learning assessments (a.k.a. quizzes).

...But wait- don’t tests just perpetuate rote memorization at the expense of critical thinking??
I’m so glad you asked!

I absolutely want students to move beyond basic knowledge- to analyze, apply, evaluate, etc., and you’ll get a chance to do this with the other assignments. However, research shows that one of the best ways to make this information stick in your memory long-term is through retrieval and recall (Brown, Roediger & McDaniel, 2014). I’ve created quizzes along the way to help you practice recalling important concepts and ensure students have an accurate understanding of the material.

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. Correct answers will be displayed after the quiz due date.

Addresses competencies 1 and 5.

3. Attend a City Council Meeting (15 points). Democracy is not a spectator sport! For this assignment, you will get to experience advocacy in action by participating in 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. What did they do effectively? Where there any tactics you would not want to emulate?
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 (25 points). This assignment will require you write a policy analysis paper on law, policy, Bill or Act (state, federal or from a different country). The policy analysis paper 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.

I also encourage students to practice their teamwork and collaboration skills, so you may work with a group of classmates you create (max group of 4) on the policy analysis paper. This is NOT required. I understand partner work can be difficult in an online setting so if you prefer to work alone you may do so.

Addresses competencies 2, 3, 5, and 6.

5. 3 Minute Advocacy Video (10 points)

The NASW Code of Ethics mandates that all social workers, even those working in direct-practice settings, engage in macro-level systemic advocacy on behalf of their clients. One example of this could be talking with elected officials about a policy or issue impacting your clients. Some students feel intimidated by this idea, but have no fear! This class will equip you with strategies and tips for working with elected officials, and you’ll have a chance to apply your new knowledge and skills with a video-recorded oral testimony that would mimic a presentation social workers give at city council meeting, HHS committee hearing, etc.

Each student will select a social issue relevant to social work clients and a policy, bill, or program that seeks to address that issue (yes- it CAN be the same one you pick for your policy analysis) and make a 3-minute verbal presentation that succinctly covers:

1. Introduce yourself briefly- your name, role (job or student) and what you will be presenting about.
2. Provide a brief overview of the issue, so that someone unfamiliar with this issue has appropriate background information.
   1. For example, a lack of Medicaid beds in assisted living facilities, environmental toxins that are causing health problems in a low-income neighborhood, childhood hunger, mental health parity, the opioid crisis, etc.
3. Include facts, data and/or statistics to support your claims
   1. How do you know it’s a problem? What evidence do you have? Be specific!
4. Give compelling case example to illustrate the problem.
   1. Data is important, but giving a personal story is very impactful. Do you have a family member, friend, or client who has been negatively impacted by this issue? If not, find a case example from the news or by asking an expert.
5. “The ask”- recommendations
   1. Imagine that your audience is a panel of elected officials. Provide specific recommendations for these leaders to act on. This part must include reference to a specific policy, bill, or program. For example, you could ask for increased funding for a program, revisions to an existing policy, and urge them to vote a certain way on a current bill.

Videos will be uploaded to a discussion board in Canvas where other students can watch your video and provide feedback. Instructions for creating and uploading video will be provided.

Optional- Instructor Feedback on Ungraded Early Submission of Final Paper

There is an optional opportunity for students to send me a draft of their policy analysis paper early and receive additional feedback from me in a safe (ungraded) environment so that you can learn and revise your work before submitting for a grade. The purpose is to give students a chance to self-reflect, get feedback in a safe, low-stakes environment, receive feedback, and revise/ improve their work.

This is NOT:

• Extra credit
• A guarantee of an A on your final submission
A meticulous review of your work- I’ll be focusing on 1-2 aspects of your choosing, such as grammar, organization of ideas, APA, summarizing sources, etc.

How it works:

Please complete the form titled “Early Feedback Paper Submission Form” (Canvas> Modules> Course Materials) and submit along with your paper via email to karen.magruder@uta.edu by the deadline indicated in the course schedule below.

Extra Credit

But wait, there’s more! There is also an opportunity to earn extra credit by:

1. Completing an additional Resources discussion board (see Canvas) and
2. By meeting (virtually or in-person) with the UTA Writing Center to get help with your final paper. First, make an appointment at the Writing Center. The writing center will then send me a summary of what you worked on within a week or so. Please forward me the session summary email you receive from them to prove attendance, and I will get your point entered.

Go to this link to make an appointment at the Writing Center*: http://www.uta.edu/owl/

We used to have a social work-specific writing center, but that is on hold temporarily. While you can’t make appointments, you can browse some GREAT writing resources, including writing guides and several awesome webinars: https://www.uta.edu/ssw/student-resources/writing-resources/index.php

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Extra Credit</th>
<th>Due Date (Sunday by 11:59pm unless otherwise specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Discussion Board</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Early Feedback on Final Paper</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Work with Writing Center on your Final Paper</td>
<td>1 point</td>
<td>Same date the paper is due</td>
</tr>
</tbody>
</table>

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

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. This is the equivalent of “coming to class”**. I make a special effort to record lecture videos for each module and include bonus material for further study. Instructors can determine which students are accessing course materials and time spent in Canvas. While this time is not graded, there is a strong positive correlation between time spent in modules (watching lectures, reviewing rubrics, etc.) and being successful in the class. Also, you are paying for this education so you might as well get your money’s worth, right?!

Please also **regularly check your email and Announcements in Canvas.** These are my main methods of communication with online students.

I will also work hard to be attentive in answering student’s emails. Since I typically teach five different classes each semester, **it is very helpful for me if you include the course number (i.e. SOCW 53xx) and name (i.e. HBSE, Advanced Micro, etc.) in the subject line of all emails you send me.** That way, if you asked a question about “the syllabus” or “the paper” I know which one you are talking about!

**G. Grading**

You can set up notifications be notified immediately when a grade is entered for you under Account>Notification. In order to view feedback on Canvas submissions, you will see a blue 1 appear in a circle next to the Grades tab in the left-hand column of the course page. Click on that. From there, you can click on the blue hyperlink of the assignment name to:

1. **Click "Show Rubric" in the top righthand corner to see detailed feedback for each rubric item.**
2. See any highlighted comments IN the paper (used to highlight grammar, APA issues, etc.)
3. View my general comments on the paper (on the right hand side box).

**Writing:** I strive to help students polish their writing skills and prepare them for future academic and professional roles where grammar, organization of ideas, following directions, and formatting will be important. This could include a thesis or integrative paper, cover letters, documentation of client services, grant writing, designing treatment protocols, and writing research articles.

To help practice these skills, papers must be grammatically correct and follow 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. Papers should generally be written in the third person (avoiding I, me, we, etc.). 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

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. **Students are highly encouraged to review rubrics** in Canvas before submitting assignments.

**Assignment Samples:** Since some students are still learning APA style, I do provide a sample APA paper which allows students to review formatting. For "out of the box" assignments I may also provide some mini-samples to illustrate what I am expecting. However, I typically do not provide complete examples of previous students’ assignment work. This is a thoughtful decision that I think best facilitates students’ skill building based on the following factors:

1. In your career, you will often be expected to produce a deliverable without an example to go off of. While
some agencies may provide examples for things like documentation notes, many other important tasks (such as presentation requests, grants, research proposals, etc.) will include detailed instructions only.

2. I’ve found that when I provide samples this limits creativity and problem solving, as students try too hard to model their own work off the sample.

3. In some cases I may not have permission from previous students to use their work as examples.

If you are struggling with understanding assignment expectations, please don’t hesitate to ask me! I am happy to clarify and provide guidance.

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.

<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>

**Final grades will not be rounded up.** Any assignments completed in groups (if applicable) will result in each student receiving the same grade. 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 (karen.magruder@uta.edu) 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 detailed, helpful 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!!!):**

- UTA Plagiarism Tutorial: https://library.uta.edu/plagiarism/
- UTA Writing Center: http://www.uta.edu/owl/
- Social Work Writing Resources: https://uta.edu/ssw/student-resources/writing-resources/index.php
- Examples of Plagiarism and Unacceptable Paraphrases: https://indiana.edu/writing-guides/pdf/plagiarism.pdf

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. THIS APPLIES TO ALL ASSIGNMENTS IN THIS CLASS.
All information from outside sources should be cited in APA format.
Most information from outside sources should be paraphrased in your own words. **Changing a couple words from the original source does not constitute an appropriate summary.**
Even if you summarize information, you should still give credit to the source of that information using an in-text citation, like this (Magruder, 2019). You must also include a full reference in your references page.
Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words. Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Magruder, 2019, p.1).

Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own. I have access to papers submitted previously even to other classes or institutions and I have caught several students doing this who thought I would never know.
Do not resubmit a paper that you wrote for another class assignment. This is considered “self-plagiarism” and is not appropriate in the “real world”. For example, if you write a journal article which is published in Journal A, you can’t then copy that article (in whole or part) to be published as a "new" article in Journal B. Reusing your own work is also unfair to other students who put in the effort to write that paper.

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words.

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 assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please don’t plagiarize and ask me if you have any questions.

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:** My late policy is designed to help students practice meeting expectations of their future clients and employers to be timely and reliable. I understand that life happens and work to accommodate the needs of students with extreme unforeseen circumstances. However, students should also develop good time management skills and be able to prioritize commitments to make deadlines.

Small assignments (10 points or less) will not be accepted late and cannot be made up. More major assignments are not accepted past the due date unless under extreme circumstances (such as serious illness, death of a family member, deployment etc.) and **where arrangements are made with the instructor PRIOR to the due date. I reserve the right to ask for appropriate documentation (such as Urgent Care receipt, photo from car accident, etc.).** 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
Note: For all of my online classes, the school “week” runs Monday through Sunday. Unless otherwise specified, **all assignments should be submitted in Canvas by 11:59PM on that Sunday night.**

I make a special effort to prepare for each class session/module well in advance to allow online students the flexibility of working ahead if they choose. You are welcome to submit assignments ahead of schedule if you’d like.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignment Due to Canvas Sunday by 11:59pm unless otherwise specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 21-26</td>
<td>Module 0- Syllabus and course overview</td>
<td>Syllabus</td>
<td>Explore Canvas. Read through the “Getting Started” section and “Grading Rubrics”.</td>
</tr>
<tr>
<td>2</td>
<td>January 27- Feb 2</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>Introduction Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Feb 3- Feb 9</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>4</td>
<td>Feb 10- Feb 16</td>
<td>Module 4- Social welfare policy analysis</td>
<td>Chapter 6</td>
<td></td>
</tr>
</tbody>
</table>
| 5    | Feb 17- Feb 23 | Module 5- Political ideology and social welfare policy Module 6- Political advocacy | Chapters 5 & 7 Poppel & Leighninger (2011), Chapter 1 (Provided online)          | Quiz 2 (Covers Ch 5, 6 & 7 + Poppel Ch 1) 
Ungraded (Optional): World’s Smallest Political Quiz Ungraded (Optional): Module 5 Discussion Board |
<p>| 6    | Feb 24- March 1 | Module 7- Poverty, the central issue in social welfare policy          | Chapter 8 Poppel &amp; Leighninger (2011), Chapter 8 (Provided online)               |                                                                     |
| 7    | March 2- March 8 | Module 8- Crime &amp; Violence                                             | Chapter 11                                                                       |                                                                     |
| 8    | March 9-15    | NONE- SPRING BREAK                                                     | NONE                                                                             |                                                                     |
| 9    | March 16- March 22 | Module 9- Public Assistance and Housing                               | Chapter 12                                                                       | Quiz 3 (Covers Ch 8, 11 &amp; 12 + Poppel Ch 8)                         |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Chapter(s)</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>March 23-</td>
<td>Module 10- Health</td>
<td>Chapter 9</td>
<td>Optional (Extra credit): Resources discussion</td>
</tr>
<tr>
<td></td>
<td>March 29</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>March 30-April 5</td>
<td>Module 11- Mental Health</td>
<td>Articles provided online</td>
<td>City Council Meeting Report</td>
</tr>
<tr>
<td>12</td>
<td>April 6-April 12</td>
<td>Module 12-Child Welfare</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>April 13-April 19</td>
<td>Module 13-Aging</td>
<td>Chapter 13</td>
<td>Quiz 4 (Covers Ch 9 10 &amp; 13)</td>
</tr>
<tr>
<td>14</td>
<td>April 20-April 26</td>
<td>Module 14- Environmental Justice Policy</td>
<td>Articles provided on Canvas</td>
<td>3 Minute Advocacy Video</td>
</tr>
<tr>
<td>15</td>
<td>April 27-May 3</td>
<td>Module 15- Effective Policy Advocacy</td>
<td>See Canvas</td>
<td>3 minute advocacy video response Discussion Board</td>
</tr>
<tr>
<td>16</td>
<td>May 4-May 8</td>
<td>Module 16- Wrap Up</td>
<td></td>
<td>Policy Analysis Paper due <strong>TUESDAY May 5th</strong> Wrap Up Discussion Board due <strong>FRIDAY May 8th</strong></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)

**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.

Counseling and Psychological Services, (CAPS) 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.

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 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.