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

1. Explain the function of social welfare policy
2. Describe the historical and cultural context of how current social welfare policies and services were developed
3. Summarize major political philosophies related to social welfare in the United States
4. Identify key elements of major social welfare policies and services in the United States
5. Evaluate the dynamics and outcomes of the policy making process within local governments
6. Conduct an in-depth analysis of a social welfare policy
7. Advocate, using effective communication skills, to advance socially just policies and programs

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


If you cannot find the 2nd edition, the 1st edition is okay and the readings in the syllabus give chapter information for both.

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

**Discussion Posts: 8 @ 5 points each. (40 points total possible).** For 8 weeks of the semester, you will answer a discussion post question. Addresses competencies 1, 2, 3, 5, and 8. Discussion posts open a week prior the week they are to be completed in case people want to work ahead.

“**Attend**” a City Council, School Board, or County Commissioner’s Meeting This will most likely be a virtual meeting. (10 points). Local government is the easiest way to get involved in policy practice. While the issues may not seem to be as important, much of what happens by local government has direct implications for social justice. Housing, school, awarding of contracts worth millions of dollars, and so on happen at the local level. (Addresses competencies 2, 3, 5, and 6).

This assignment requires that you write a report AT LEAST 3 pages, double spaced, size 12, Times New Roman font.
• Talk about the meeting’s agenda overall, and what are the attendee’s concerns expressed at this meeting. 
  NOTE: more and more government bodies have archived video of their meetings, so you may select a recorded meeting for this assignment, although it may not be more than 6 months old. Be sure to note the date of the meeting and what government body it was. 
• State why you chose this particular government body to report on. 
• First identify the social problem attendees are concerned about. How big is this problem?; what is the nature of the problem?; who are the individuals and groups concerned about this problem?; what are their views or position on the matter (pick one issue if there are multiple issues being discussed)? 
• Discuss the strategies advocates of this issue/or opponents of the issue are using to effectively communicate their positions. 
• Use your social work knowledge and skills to explain how you would effectively approach and discuss the topic in order to bring numerous perspectives together to accomplish the concerns of the people at the town hall. 

**Policy Analysis (2 Parts: Part 1: Meeting with Professor – 5 points, Part 2: Policy Analysis 25 points).** 
This assignment will require you write a policy analysis paper on a Bill or Act (local: Texas or federal: USA). The policy analysis paper is the core of the course and must be thoroughly researched and well written; length should be AT LEAST 6 to 8 pages, double spaced, size 12, Times New Roman font. Specific sections for this major assignment should cover items in the book’s policy analysis model (Addresses competencies 2, 3, 5, and 6.) Before you start your Policy Analysis you MUST sign-up for a time to meet with me one-on-one via Microsoft Teams. This meeting will be 15 minutes and we will go over your chosen Policy and make sure you understand the assignment. The sign-up sheet for meeting times is on Canvas, under Collaborations. 

**You MUST follow the Six Step Policy Analysis Model in Chapter 6 of the book.** 
Your analysis should use these six steps as headings in your paper. The six steps are: 

1) Understanding the Problem in Context 
2) Goals and Criteria 
3) Alternatives 
4) Selection 
5) Implementation 
6) Evaluation 

For an example of a policy analysis please see the following examples: 
http://www.csun.edu/~cahn/sample_analysis.doc 
https://www.brookings.edu/policy2020/bigideas/it-is-time-for-a-cannabis-opportunity-agenda/ 

**Op-Ed Assignment (10 points).** An op-ed is a brief (at least 2 pages or 500 words), double spaced, size 12, Times New Roman font) persuasive essay targeting the general public. Your op-ed should present a clear and logical argument in favor of a policy solution to the problem described in your Policy paper. Provide at least 3 reasons for your position, including at least one that is related to diversity and social justice as supported by the profession of social work. Then, conclude with a clear argument to support your recommendation(s). 

Some notes about writing for the general public: 

• You do not need to use APA but the regular rules for grammar and punctuation should still apply. 
• If referring to a source, you do not need to use APA citations or a reference list. You do need to explicitly name the source in the text (enough that someone could find it with a google search) and a hyper-link to the
source where available.

- Make sure to define or avoid any jargon or advanced language. The average newspaper article is written for an 11th grade reader. Pretend that your reader has never heard about your topic before.

Addresses competencies 1, 2, 3, 4, 5, 6, and 8.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts (Due Weeks 2, 5, 6, 8, 10, 11, 12, 13). Posts are due by 10pm on Sunday of the corresponding week. For example, discussion post 1 is due in Week 2, so your discussion MUST be posted by Sunday, January 31st by 10PM</td>
<td>40 points total (8 posts at 5 points each)</td>
</tr>
<tr>
<td>Meeting analysis (Due Week 8 on March 14th by 10pm)</td>
<td>20 points</td>
</tr>
<tr>
<td>Op-ed (Due Week 14 on April 25th by 10pm)</td>
<td>10 points</td>
</tr>
<tr>
<td>Policy analysis (Part 1: Meet with Dr. Ash in Week 7 or 8. Written Policy Analysis Due Week 15 on May 2nd by 10pm)</td>
<td>30 points total (5 points for meeting with professor, 25 for Policy Analysis)</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
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</tbody>
</table>

An important note: ALL ASSIGNMENTS ARE RUN THROUGH UNICHECK - A PLAGARISM SOFTWARE, IF YOU PLAGARIZE, YOU WILL BE REFERRED TO THE ACADEMIC INTEGRITY OFFICE AT UTA (https://www.uta.edu/student-affairs/community-standards/academic-integrity)

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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

Since this course is online and asynchronous there are no additional specific requirements for attendance.

G. Grading

Final grades are assigned based on the total number of points a student has earned. 90-100=A; 80-89.9=B; 70-79.9=C; 60-69.9=D; below 60=F.

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**

Because this class has no exams or quizzes, no possibility of make-ups is needed.

**I. Course Schedule**

As the instructor for this course I reserve the right to change the course schedule as needed to meet the educational needs of students.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Required Activity</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Week of 1/18 (first day of classes are Jan 19th)</td>
<td>Getting Ready for the Course Social Work, social welfare, and what we’ll cover in the course</td>
<td>Download syllabus, watch welcome video, browse your textbook and think about what policy topic you might like to do a policy analysis paper on</td>
<td><strong>Self-Introduction Discussion - see prompt under Discussions on Canvas</strong>; post an introduction and read other introductions</td>
</tr>
<tr>
<td>2 Week of 1/25</td>
<td>Welcome to the Future: Your Many Roles Society and Social Welfare in Agrarian and Industrial Societies</td>
<td>Read Chapters 1 and 2 of book and review all material in Canvas</td>
<td>Discussion Question for week in Canvas</td>
</tr>
<tr>
<td>3 Week of 2/1</td>
<td>Social Welfare History in Developmental Context</td>
<td>Read Chapter 3 of book and review all material in Canvas</td>
<td></td>
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<tr>
<td>4 Week of 2/8</td>
<td>The Coming of the Information Society</td>
<td>Read Chapter 4 of book and review all material in Canvas</td>
<td>Discussion Question for week in Canvas</td>
</tr>
<tr>
<td>5 Week of 2/15</td>
<td>Values, Ideology, and Political Philosophy in Social Welfare Policy</td>
<td>Read Chapter 5 of book and review all material in Canvas</td>
<td>Discussion Question for week in Canvas</td>
</tr>
<tr>
<td>6 Week of 2/22</td>
<td>Policy Analysis</td>
<td>Read Chapter 6 of book and review all material in Canvas</td>
<td>Discussion Question for week in Canvas</td>
</tr>
<tr>
<td>7 Week of 3/1</td>
<td>Advocacy in the Information Age World of Social Policy</td>
<td>Read Chapter 8 of book and review all material in Canvas (Chapter 7 in 1st edition of text)</td>
<td>Meetings with Dr. Ash for Part 1 of Policy Analysis</td>
</tr>
<tr>
<td>8 Week of 3/8</td>
<td>Poverty, Inequality, and Income Maintenance Policy</td>
<td>Read Chapter 9 of book and review all material in Canvas (Chapter 8 in 1st edition of text)</td>
<td>Discussion Question for week in Canvas Meetings with Dr. Ash for Part 1 of Policy Analysis Meeting Analysis</td>
</tr>
<tr>
<td>9 Week of 3/16</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>10 Week of 3/22</td>
<td>Physical and Mental Health Care Policy</td>
<td>Read Chapter 10 of book and review all material in Canvas (Chapter 9 in 1st edition of text)</td>
<td>Discussion Question for week in Canvas</td>
</tr>
<tr>
<td>Week of 3/29</td>
<td>Social Services for Children and Families</td>
<td>Read Chapter 11 of book and review all material in Canvas (Chapter 10 in 1st edition of text)</td>
<td>Discussion Question for week in Canvas</td>
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<tr>
<td>Week of 4/5</td>
<td>Crime and Violence in an Information Society</td>
<td>Read Chapter 12 of book and review all material in Canvas (Chapter 11 in 1st edition of text)</td>
<td>Discussion Question for week in Canvas</td>
</tr>
<tr>
<td>Week of 4/12</td>
<td>Housing and Community Development</td>
<td>Read Chapter 13 of book and review all material in Canvas (Chapter 12 in 1st edition of text)</td>
<td>Discussion Question for week in Canvas</td>
</tr>
<tr>
<td>Week of 4/19</td>
<td>Aging and Social Policy</td>
<td>Read Chapter 14 of book and review all material in Canvas (Chapter 13 in 1st edition of text)</td>
<td>Letter to Appropriate Decision-maker</td>
</tr>
<tr>
<td>Week of 4/26</td>
<td>Wrap-up</td>
<td>Read Coda of book and Review all material in Canvas</td>
<td>Turn in Policy Analysis</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. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

**L. Grade Grievances**

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

**M. Institutional Policies**
UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

**N. Mandatory Face Covering Policy**

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.