A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

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. Prerequisite: SOCW 2311 Introduction to Social Work
B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:

The content of this course is consistent with the requirements of the CSWE Educational Policy and Standards (EPAS) Section 4.4 for Social Policy:

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services CSWE EPAS pp. 9-10 Section 4.4.

The course addresses the following competencies and practice behaviors as listed in CSWE Educational Policy 2.1—Core Competencies:

E.P. 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
--advocate for client access to the services of social work.

E.P. 2.1.2—Apply social work ethical principles to guide professional practice.
--recognize and manage personal values in a way that allows professional values to guide practice.

E.P. 2.1.3—Apply critical thinking to inform and communicate professional judgments.
--distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
--analyze models of assessment, prevention, and intervention, and evaluation

E.P. 2.1.4—Engage diversity and difference in practice.
--Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
--gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

E.P. 2.1.5—Advance human rights and social and economic justice.
--understand the forms and mechanisms of oppression and discrimination.
--advocate for human rights and social and economic justice.
--engage in practices that advance social and economic justice.
E.P. 2.1.6—Engage in research informed practice and practice informed research.
--use research evidence to inform practice.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being and
to deliver effective social work services.
--analyze, formulate, and advocate for policies that advance social well-being
--collaborate with colleagues and clients for effective policy action

E.P. 2.1.9—Respond to contexts that shape practice.
--continuously discover, appraise, and attend to changing locales, populations, scientific
and technological developments, and emerging societal trends to provide relevant
services.
--provide leadership in promoting sustainable changes in service delivery and practice to
improve the quality of social services

C. Required Text(s) and Other Course Materials:

(7th ed.). Boston: Pearson. You will need to obtain this book.

U.S. House Ways and Means Committee 2012 Green Book. Background Material and
Data on the Programs within the Jurisdiction of the Committee on Ways and Means. This
can be accessed at http://greenbook.waysandmeans.house.gov/2012-green-book

Philip Popple and Leslie Leighninger, Social Work, Social Welfare, and American
Society, 8th ed. Readings for this text will be provided on Blackboard.

Required Media:

1. A major national news outlet such as the New York Times, Los Angeles Times,
Washington Post, USA Today, or the Wall Street Journal. Each of these newspapers
has a website that allows free access to online articles, though you may be limited to a
certain number of articles per day/week/month. You can also explore signing up for
daily emails such as Today’s Headlines, although similar restrictions on the number
of free articles may apply. If you find yourself reaching your limit of free articles, you
can choose to alternate reading the different news sources. Finally, you can choose to
purchase a digital or print subscription (where available) if you prefer.

2. Google Alerts: This is a free service that allows you to monitor the web for
interesting new content. Choose up to three current policy topics of your interest (e.g.
immigration, Affordable Care Act, police brutality, gun rights) and create alerts. Be
careful with creating an alert that is either too narrow or too broad—for example,
“immigration” may generate an overwhelming amount of alerts as compared to
“immigrant children Central America.” Information on creating the alerts can be
found at https://www.google.com/alerts
Supplemental Media:

1. Local newspaper such as the Fort Worth Star-Telegram or Dallas Morning News
2. “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1). A weekly radio schedule is available at [http://www.kera.org/radio/schedule/](http://www.kera.org/radio/schedule/)
3. CNN News and Policy discussions
4. Evening Network News – (CBS, ABC, NBC)

D. Additional *Recommended* Text(s) and Other Course Materials:

All additional reading materials, e.g. journal articles will be made available on Blackboard. No hard copies will be made, as you are responsible for downloading or accessing additional materials yourself. Required reading materials will be added at least one week prior to their due date. Supplemental reading materials may be added at any time. You are responsible for checking BlackBoard on a regular basis in order to gain the maximum benefit from the course. PowerPoint slides will be made available on BlackBoard after each class. However, PowerPoint slides are usually not comprehensive, and may only be in outline form. Therefore, it is important to come to class prepared to take notes.

E. Major Course Assignments & Examinations:

I. Current Events

You will be able to earn up to 50 points for Current Events. At least 10 times throughout the semester, you must post a weekly Current Event to the online discussion board. You can only earn 5 points per week – it does not count if you post 10 times in the same week. To qualify, a Current Event must include: a) a link to a recent news story that you came across in any of the media channels listed in Section D, b) the name of the story and the media source, c) 1-2 sentence summary of the news story, d) why the story is of interest to you, and e) why the news story is relevant to social welfare policy.

You can also earn 5 points by responding to a Current Event. If you come across a media source that talks about the same Current Event, but includes a different perspective or important new information, you can post a response. Your response must include: (a) a link to the media source that you found, b) the name of the story and the media source, c) 1-2 sentence summary of how this story is different/adds to the previous one, d) why this is significant, and e) how your perspective has/hasn’t changed on the news story.

II. Reading Quizzes
It is important to keep up with the reading assignments in this class and to come to class prepared to discuss the readings as well as the current events posted on the discussion boards. To facilitate this taking place on a consistent basis, six quizzes will be given during the semester. The lowest quiz grade will be dropped at the end of the semester. The five highest grades will each count for 20 points of your final grade (100 points total). Each quiz may cover material from the readings for that class day, as well as current events posted in the online discussion board, lectures, discussion, or guest speakers. Questions will be multiple choice, true or false, matching, fill-in-the blank, and/or short answer items. Since one quiz grade will be dropped, NO make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz.

III. Group Debate

You will be broken up into groups and you will select one of the following topics. I will work to accommodate your first choice, but you may have to settle for a lower choice. You may also suggest an alternate topic from the textbook and submit that topic for approval.

- Earned Income Tax Credit (EITC);
- Social Security (OASDI);
- Supplemental Security Income (SSI);
- Temporary Assistance to Needy Families (TANF);
- Supplemental Nutrition Assistance Program (SNAP/Food Stamps);
- Keeping Families and Children Safe (Reauthorization of Child Abuse Prevention and Treatment Act);
- The Affordable Care Act (Health Care Reform);
- Deinstitutionalization (The Mental Health Centers Construction Act and its aftermath);
- Housing Projects/Section VIII Housing Voucher Program;
- McKinney-Vento Housing Act (Homelessness)

The purpose of this debate is to apply what you have learned in class to debate a policy related to a current social welfare topic. After your group has selected a topic, you will then be randomly assigned to either the Affirmative or the Negative side of the debate. Within each side, you will select amongst yourselves the different roles you will carry out in the debate (e.g. First Constructive, Second Constructive, First Rebuttal, and Second Rebuttal).

IV. Group Debate Reflection Paper

Following your group debate, you will write a 2-3 page paper that reflects on your experience in the group debate. In particular, you will be asked to explore the values implicit in your assigned position, similarities and contrasts of those values with your personal values, and how you managed or negotiated any conflicts that arose for you
from this experience. You will also be asked to evaluate your peers and their contributions to the assignment.

V. Policy Analysis Paper

The policy analysis paper can be on the same topic as your group presentation, though you are free to select a different topic with prior approval from the instructor. For the group debate all members of the group will get the same grade. However, the paper should represent an individual effort and will be given an individual grade.

Suggested Timeframe. A policy analysis paper, in my experience, cannot be successfully written at the last minute, as it requires you to dig far beyond the facts of a policy and reveal aspects of the policy that can only be revealed through thoughtful analysis. Although it is not required, I strongly suggest you consider the following timeframe in order to maximize your chances of success and minimize last-minute panic about this paper:

April 2\textsuperscript{nd}, Executive Summary: By now you should have already selected the policy for your analysis paper and have a basic understanding of the policy. I will gladly review an Executive Summary of your policy and provide you feedback in a timely manner. An Executive Summary is a summary that is no more than one page, and lists each major section of the model below (I – XI) with a general idea of what you expect to cover in each section. I will also gladly schedule time to meet with you to discuss your chosen policy, but be warned that I will ask you to bring an Executive Summary in order for us to review and discuss together.

April 16\textsuperscript{th}, First Draft: Once you have selected your policy, you are ready to move into the brainstorming and outlining stage. If you would like some support in getting started, this is a great chance to request an appointment with Dr. Chris Kilgore in the Writing Lab at kilgorec@uta.edu or access the Writing Resources page. If you have already developed an outline or first draft, but aren’t sure if you are heading in the right direction, Dr. Kilgore can also help in discussing how to focus your writing style on the assignment. I am happy to meet with you at this stage as well – though I will not be able to review your first draft in detail, I can certainly help you if you are confused about your policy and/or are struggling to find good references.

April 30\textsuperscript{th}, Second Draft: At this point you should have moved into the proofreading stage of your paper. Some students choose to ask their group members to proofread each other’s paper in order to catch simple mistakes and revise confusing statements. Dr. Chris Kilgore can also help at this stage- though he won’t proofread your entire paper (just imagine reading every single paper for 1800 social work students!) he can help you identify patterns in your writing that can greatly assist you in your own proofreading. He is also an excellent resource on APA, and can assist you with APA format and citations.

May 7\textsuperscript{th}, Final Draft: Your final draft is due for a grade on this date.
Policy Analysis Model. For your policy analysis paper please use the model below, developed by our colleague Dr. Tom Watts. You may vary the order of the sections if you wish.

I. Introduction
II. Description of the Problem that Necessitated the Policy
III. Historical Background of the Policy
IV. Description of the Policy
V. Policy Goals
VI. Major Issues/Problems with the policy
VII. Proposals/possibility for reform of the policy
VIII. Social Thought and Ideology
   • What are the major ideological suppositions contained in the policy?
   • Are these more consistent with conservative or liberal perspectives?
   • What is the perspective on the role of government, the economic system, and the nature of society, as it pertains to the policy?
   • How is the voluntary sector/for-profit sector involved in the policy?
IX. Conclusion
   • Proposals/potential for reform of the policy
   • Who is advocating for reform of the policy; how are they doing so; chance of success?
X. Definitions of Key Terms
XI. References

Writing Details:

Purpose. Be sure and state clearly on page 1 of your policy analysis paper in the Introduction: (a) what you are going to do in the paper: (b) how you plan to do it.

Outline Paper. Use the policy analysis model presented above as your outline for the paper. The policy analysis model headings should be incorporated into the body of the paper itself.

Issue Focus. Your paper should focus on the various issues and points of view on your topic. Example: If you are doing your paper on Social Security, and are discussing privatization as a proposed reform, then bring in both the pro-privatization anti-privatization perspectives. In other words, present both sides of the issue.

Definitions of Key Terms. Put this on a separate page. Define terms that may have a bearing on what you are writing about. Example, if you are writing about “home health care,” then you might also define “meals-on-wheels” or “long-term care,” if you think that this may be helpful to your reader or audience. Do not make too many assumptions about your reader or audience in respect to knowing what you may mean by the terms you are employing.
Readings. Use the required readings as a base, as much as possible. This may not always be possible, as you may have chosen a topic that is not covered in the readings. But if it is covered, then refer to the readings in your paper.

References. A separate page(s) should include a listing of references or footnotes. It is not necessary to include a listing of footnotes on one page and bibliography on the other (in many style manuals they are one and the same). The number of references needed is up to the individual student. I would think that 8 would be the minimum number. Books and scholarly journals (Social Service Review, etc.) should be employed over popular journals (Newsweek, etc.), or Web sites. No more than 20% of the references should come from Web sites (this does not include articles that are published on-line—there is no limit to these). In addition, each student is encouraged to interview concerned individuals and groups (including elected officials, legislative assistants, members of citizens' or advocacy groups, human service providers, consumer groups, and others) and to attend meetings of organizations, agencies, and committees where the issue is discussed.

Style Manual. Please use the style manual of the American Psychological Association (APA).

Length. The policy analysis paper will probably be between 10 and 12 pages with one-inch margins and double-spaced. This maximum length does not include separate pages for endnotes, charts, graphs, or other illustrations. Don't obsess about the length. If you feel you are done after nine pages, this is okay (although if you have written less than nine or ten pages you probably should look to be sure you haven’t left something out). If your paper is longer than 14 pages you should look to see where you can edit it down.

Conclusion. In the last one or two paragraphs of the policy analysis paper, please integrate, sum up, relate to the larger picture, asking yourself some larger questions such as “What does it all mean?”

F. Grading Policy:

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings may not receive a satisfactory grade.

For this course, the semester grade is calculated as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Current Events</td>
<td>Throughout</td>
<td>50</td>
</tr>
<tr>
<td>5 Reading Quizzes</td>
<td>Every 2-3 weeks</td>
<td>100</td>
</tr>
<tr>
<td>Group Debate</td>
<td>March 19th</td>
<td>150</td>
</tr>
<tr>
<td>Debate Reflection Paper</td>
<td>March 26th</td>
<td>50</td>
</tr>
<tr>
<td>Policy Analysis Paper</td>
<td>May 7th</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>
Course Grading Scale

The following scale will be used for calculating an overall course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
<td>350-399</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>300-349</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>Below 300</td>
</tr>
</tbody>
</table>

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

G. Make-Up Exam or Assignment Policy:

No make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz. Other assignments will be accepted late on a case-by-case basis, and may receive a penalty of up to 10% of the final grade per day late.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this section, I will not take attendance. However, attendance is helpful for class participation.

I. Course Schedule:

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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>January 22</td>
<td>Introduction, Syllabus Review, Assignments</td>
<td>Introduction to the Course—Syllabus Overview</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>January 29</td>
<td>What is Social Policy? Political Ideology &amp; Social Welfare Policy Research</td>
<td>K&amp;G Chap. 1 (continued) P&amp;L Chap. 1 (Blackboard)</td>
<td>Take the following online quizzes before class: Quiz #1 Quiz #2</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Week 3</td>
<td>February 5</td>
<td>History and Religion of Social Welfare Policy</td>
<td>K&amp;G Chap. 3 Wrestling with Faith in Social Work Education What Place Does Religion Have in Social Work</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>February 12</td>
<td>The Voluntary Sector</td>
<td>K&amp;G Chap. 6</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>February 19</td>
<td>Privatization</td>
<td>K&amp;G Chap. 7 A Comparison of Caseworker Characteristics….</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Week 6</td>
<td>February 26</td>
<td>International Perspectives</td>
<td>K&amp;G Chap. 18</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>March 5</td>
<td>Discrimination and Poverty</td>
<td>K&amp;G Chaps. 4 &amp;5 P&amp;L Ch. 8 (Blackboard)</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 12</td>
<td>SPRING VACATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>March 19</td>
<td>GROUP DEBATES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>March 26</td>
<td>Social Policy Research and Making Governmental Policy</td>
<td>K&amp;G Chaps. 2 &amp; 8</td>
<td>Quiz 4 Due: Debate Reflection Paper</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 9</td>
<td>Public assistance and Food Policy</td>
<td>K&amp;G Chaps. 11 &amp; 17</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Text</td>
<td>Assignments</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 16</td>
<td>Health &amp; Mental Health</td>
<td>K&amp;G Chaps. 12 &amp; 13</td>
<td>Health in All Policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>April 23</td>
<td>Housing and Criminal Justice</td>
<td>K&amp;G Chaps. 14 &amp; 16</td>
<td>Quiz 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Case for Reparations…</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>April 30</td>
<td>Child Welfare Policy</td>
<td>K&amp;G Ch. 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Policy Practice Skills</td>
<td>Popple, P. “Negotiation: A critical skill for social Work administrators”</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>May 7</td>
<td>--Policy Practice Skills (Cont.)</td>
<td>Lens, Vickie. “Principled Negotiation: a new tool for case advocacy”</td>
<td>In class negotiation exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>--Lessons from policy analysis</td>
<td></td>
<td>DUE: Policy analysis paper</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>May 14</td>
<td>NO FINAL EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

J. Classroom Technology

A laptop computer with wireless capability or its equivalent (tablet, smartphone, etc.) is required for all SSW classes. Cell phones must be placed on silence or vibrate during class time, notwithstanding an urgent situation that has been cleared by the instructor. Laptops/tablets or similar devices may be permitted for some activities and not others at the instructor’s discretion. An abuse of this privilege can result in a restriction of computer use during class time. Out of respect for your peers and your instructor, please do not use your computer to access the internet, chat, check email, text friends, work on other classes, watch media, do email searches, watch movies, or anything else that might be unrelated to the class.

K. 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.
L. General Decorum:

Part of becoming an educated person is the ability to consider (and sometimes endure) ideas counter to your own. In this course, we will discuss topics which bear directly on the core principles of our government and society. There is likely to be disagreement. That disagreement notwithstanding, students are required to treat each other (and the instructor) with respect and civility.

M. Grade Grievance Policy:

See BSW/MSW Program Manual.

N. 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 or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Dr. Chris Kilgore (kilgorec@uta.edu) serves as a writing coach and resource as well and has posted an online writing clinic. Additional resources are also available through The Writing Center, 411 Central Library. Visit http://www.uta.edu/owl/ for more information. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

O. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses:

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
Subject Guides .......................... http://libguides.uta.edu
Subject Librarians ....................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List ............................ http://www-test.uta.edu/library/databases/index.php
Course Reserves ......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog .......................... http://discover.uta.edu/
E-Journals ................................ http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off-Campus ......... http://libguides.uta.edu/offcampus
P. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

Q. 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/ao/fao/).

R. Americans with Disabilities Act:

The University of Texas at 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).** 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

S. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be
excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

T. 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 as they see fit in their courses, including (but not limited to) 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.

U. 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.

V. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.
W. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.

X. School of Social Work - Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.” Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal,
interpersonal, socioeconomic, and political strength and develop influence toward
improving their circumstances.

Note: Please also consider conserving paper by formatting and two-sided printing of
syllabi with ½ inch margins. Please help our fragile environment by recycling all paper
when finished, as well as plastic bottles, cans, etc., in the many recycling stations
available in the Social Work Complex. Thank you.