HUSV 333 SOCIAL POLICY & ADMINISTRATION SYLLABUS
IDEAL PROGRAM
Preliminary **COURSE SYLLABUS**

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, **it is recommended that you drop the course**.

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism
It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB http://www.bridgeport.edu/pages/2623.asp or the appropriate graduate program handbook

E-mail correspondence
It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

HUSV 333 Social Policy and Administration
Fall 2013
Saturday – October 26, 2013 through December 14, 2013
Bridgeport Campus
DANA bldg Room 238 9am-12noon

Instructor:
Marcus Stallworth
(203) 568-5662
E-mail: mstallwo@bridgeport.edu

Required Text:
The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers," by Popple and Leighninnger.
Allyn & Bacon, 5th Edition.
ISBN-10: 0205763715 or ISBN-13: 978-0205763719

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Note on accelerated courses:

Students can expect homework and reading each week of the course.

Required Text and materials:

Obtaining the text and completing the assignments is a requirement for this course.

Course Description:
A course in social welfare policy analysis for social workers. This course identifies policy as central to the social work profession and defines the terms. It demonstrates how practitioner policy analyses are done using examples from fighting poverty, aging, mental health, substance abuse, and child welfare.

Learning Outcomes
➢ Attain knowledge of a beginning practice level of Social Welfare Policy.
➢ Attain skills and values that can develop into positions of leadership and influence as client advocates, policy planners/evaluators, administrators, or lobbyists.
➢ Analyze the policies and services given by local, state, national, and global agencies as well as the policy implications for social work practice.
➢ Develop a knowledge base that will prepare them for social policy changes that will improve social conditions, promote social and economic justice, and that will empower at-risk populations.

Course Requirements/Evaluation Criteria:

Note: All assignments and papers must be typed or word processed. Margins may be no wider than one inch on each side and top/bottom. Please use Times New Roman, font size 12. Assignments/papers are due on the due date at the beginning of class.   Assignments that are

turned in late (after midnight of the original due date) will have a reduction in grading points for late submission. Final papers/projects will not be accepted late.

COURSE VALUE – 100 POINTS

10 points – Attendance and Participation - Attendance and participation are key components to completing this course successfully. It is not possible to earn points in this area by simply showing up- you must also participate by asking questions and making thoughtful comments relevant to the reading and class material. Students who attend class late, or leave early earn pro-rated points for attendance.

70 points – Reflection Journal Papers (7 Reflection Journal Papers – 4-6 pages each) - A reflection paper is a formal essay that explains your thoughts, feelings, and reactions to the reading or experience. It is not a review of the material. It should be organized as any other formal essay and include an introduction, an analysis of your reaction and the expectations you had prior to the reading or experience, and a summary of your conclusions. You may incorporate personal experience with the concrete details from your reading or viewing. In your reflection on the material, what questions come to mind to you that you would like to explore further in class with your classmates and instructor?

20 points – Social Policy Analysis Group Project (In-class presentation and policy analysis paper – minimum 6-8 pages) – Students will participate in a group project that will analyze the policies related to one of the following social policies: Child Support Enforcement Program, Supplemental Nutrition Assistance Program, Federal Housing Assistance, Veterans Benefits and Services, Head Start, Workers' Compensation, School Lunch and Breakfast Programs or Workforce Investment Act). In analyzing the policy incorporate the historical perspective, social and economic factors, and political impact. Research how Connecticut has implemented the delivery of the policy to its residents and describe in your analysis. The policy analysis paper will be a minimum of 6 pages in length and should have an organized structure of an introduction, analysis, and conclusion. Group members will present a summary of their analysis to their classmates in a PowerPoint presentation format.

Detailed instructions and/or grading rubrics will be distributed for each assignment.

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

NOTE: I reserve the right to make changes to the syllabus. All changes will be announced in class or through e-mail.

ASSIGNMENTS: *This is a preliminary syllabus. Please note there will be additional assignments posted in Canvas, details to follow.

Date	Topic	Assignments Due
10/26/13	- Introductions - Syllabus & Grading Review - Read Chapter 1 – The Policy Based Profession - Read Chapter 2 – Defining Social Welfare Policy - Historical perspective of human services and policy development.	**DUE:** Reflection paper #1 on Chapters 1 & 2
11/2/13	- NASW Principles & Code of Ethics - History of social work as a profession. "Harvest of Shame" (migrant workers) - Nationalism, Patriotism, Democracy Racism, Sexism, and related themes in society	**DUE:** Reflection paper #2 on NASW Principles (Principles will be given to students the first night of class) and last week's class discussion. - Bring in an article relevant to today's topics to discuss with the class and any questions that arose for you in your readings or last week's class discussion.
11/9/13	- Read Chapter 3 – Social Welfare Policy Analysis: Basic Concepts - Read Chapter 4 – Policy Analysis from a Historical Perspective	**DUE:** Reflection paper #3 on Chapter 4 – Policy Analysis from a Historical Perspective and last week's class discussion. - Be prepared to discuss how your agency/organization has changed as a result of policy or customer needs
11/16/13	- Read Chapter 5 – Social/Economic Analysis - Read Chapter 6 – Politics and Social Welfare Policy - In-class debate	**DUE:** Reflection paper #4 on Chapter 5 and 6 with an emphasis on how social values influence society's response to social problems and last week's class discussion.
11/23/13	- Read Chapter 7 – Fighting Poverty: Temporary Assistance to Needy Families - Read Chapter 8 – Aging: Social Security as an Entitlement	**DUE:** Reflection paper #5 on Chapters 7 and 8 - Bring in an article relevant to today's topics to discuss with the class and any questions that arose for you in your readings or last week's class discussion.
11/30/13	- Read Chapter 9 – Mental Health & Managed Care - Read Chapter 10 – Substance Abuse Policies	**DUE**: Reflection paper #6 on Chapter 9 and 10 - Bring in an article relevant to today's topics to discuss with the class and any questions that arose for you in your readings or last week's class discussion.
12/7/13	- Read Chapter 11 – Child Welfare: Family Preservation Policy - Read Chapter 12 – Conclusion	**DUE:** Reflection paper #7 on Chapter 11 - Bring in an article relevant to today's topic to discuss with the class and any questions that arose for you in your readings or last week's class discussion.
12/14/13	Social Policy Analysis Group Project Presentations	**DUE:** Social Policy Analysis Group Project, In-class Group Presentation and Individual Paper

Course Performance and Grading Criteria

In general, the end of course performance criteria or expectation for each letter grade can be defined as follows:

Grade	Requirements & Performance Criteria
A	**Students achieving this level will have demonstrated the following:**
	1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.
	2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.
	3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.
	4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.
	5. All assignments completed and submitted within the time allowed.
B	**Students achieving this level will have demonstrated the following:**
	1. All of the "A" work, but with less accomplishment.
	2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.
	3. A critical stance, with some effort, not always successful, to defend that stance.
	4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.
	5. Very clear expression of thoughts and ideas.
C	**Students achieving this level will have demonstrated the following:**
	1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.
	2. Some attempt to take a critical stance, but with little effort or success in defending that stance.

	3. Some attempt to find personal meaning.
	4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses, which create difficulties.
D	**Students achieving this level will have demonstrated the following:**
	1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.
	2. Generally lacking in critical stance or in a defense of that stance.
	3. Lack of understanding or an attempt to find personal meaning.
F	Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- **Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C").**
- **Missing two or more class sessions will be cause for a failing grade.**
- **Note: For 15 week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.**

Incomplete grade
An incomplete <u>may be</u> given, at the discretion of the instructor, to those students who fail to complete assignments due the <u>last day</u> of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes <u>will not</u> be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

http://www.bridgeport.edu/pages/2595.asp

Starting Fall 2012

- Add and/or Drop a course after the start date............$30.00 per transaction
- Drop prior to the start of classes..............................100% Tuition Refund
- Drop prior to the second class session.........................75% Tuition Refund
- Drop prior to the third class session............................50% Tuition Refund
- Drop after the third class session………..………....0% Tuition Refund

**Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Cell Phones
Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

> Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

> Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions,

case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903

For assistance contact the UB Help Desk at 203-576-4606.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor

1. Login in with your UBNet username and password.
2. Click on "Student Menu."
3. Click on "My Grades."

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library's website: http://www.bridgeport.edu/library. Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

Using Computers

Open access computer labs are available at three campuses:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243.