



## COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses 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 your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-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. We look forward to your academic success in each course and the ultimate completion of your degree.

**Course No. & Title - HUSV 333, Social Welfare Policy and Administration.**

**Semester and Term – Summer of 2014, 7/9/14 to 8/20/14**

**Day and Dates – Wednesday evenings, 7/9/14, 7/16/14, 7/23/14, 7/30/14, 8/6/14, 8/13/14, 8/18/14, 8/20/14**

**Time – 6pm to 9:30pm**

**Campus Location – Bridgeport**

**Course Description:**

This course introduces the student to the various components of social policy; formation, implementation, administration, and evaluation. Theoretical issues as well as historical factors in policy are presented. Practical problems in administration of non-profit agencies are presented and analyzed.

Prerequisite Courses: HUSV 201 or 203 and Senior Status

Course Code: HS, PSY-PE (Seniors Only), HSM, DM-HPR

**Instructor & contact information – Professor Donna Miller MS**

**[donnam@bridgeport.edu](mailto:donnam@bridgeport.edu)**

**203-520-5796**

**Appointments scheduled as needed.**

**Required Textbook:**

**The Policy-based Profession by Philip R. Popple, Leslie Leighninger. 5<sup>th</sup> edition.**

**ISBN- 13: 978-0-205-76371-9**

To order textbooks, go to the bookstore website at: <http://www.bridgeportbookstore.com>

Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Learning Outcomes:**

Upon completion of this course the student should be able to:

- 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.

**Description of Weekly Sessions and Assignments:**

| Date    | Topic   | Assignments Due   |
|---------|---|---|
| Class 1 | <ul style="list-style-type: none"> <li>• Introductions<br/>Syllabus Review</li> <li>• Discussion of Chapter 1</li> <li>• Discussion of Chapter 2</li> <li>• Historical perspective of human services and policy development.</li> <li>• Definitions of social welfare policy and of Power.</li> <li>• Definition of strength based practice and policy.</li> <li>• (Explain the homework for next week).</li> </ul> | <p><b>5 point- Introductory e-mail-</b> Please e-mail me prior to the first class introducing yourself as a member of the class. In this introduction use the same spelling and grammar that you would for any professional correspondence and include your goals for this course.</p> <p>Read Chapters one and two and be ready to discuss it.</p> <ul style="list-style-type: none"> <li>• Bring in relevant article.</li> <li>• One page paper due On the target of social work, or defining social welfare policy.</li> </ul> |
| Class 2 | <ul style="list-style-type: none"> <li>• The meaning and methods of policy analysis.</li> <li>• Historical perspectives.</li> <li>• History of social work as a profession</li> <li>• Values in policy making</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Freedom V equality.</li> <li>• Social work values</li> <li>• NASW code of service and ethics</li> </ul>                              | <p>Read Chapters 3 and 4</p> <p>Bring in a news article relevant to the reading and be prepared to discuss it.</p> <ul style="list-style-type: none"> <li>• Pick one story from chapter 3 or 4 and write a one page paper on your ideas, critically thinking about your role as a human service worker and how you can effect change.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Write a one page paper on the NASW code of service and why you think this was created.</li> </ul>                          |
| Class 3 | <ul style="list-style-type: none"> <li>• Major contributions you can make to policy analysis.</li> <li>• Nationalism, Patriotism.</li> </ul>  | <p>Read Chapters 5 and 6</p> <ul style="list-style-type: none"> <li>• Bring in an introductory research paper outline from APA, OWL</li> </ul>  |

|         |  |  |
|---------|--|--|
|         | <ul style="list-style-type: none"> <li>• Democracy.</li> <li>• Politics and policy.</li> <li>• Racism, Sexism and related themes in society.</li> </ul>  | <ul style="list-style-type: none"> <li>• Bring in a relevant article from the news or Web and be prepared to discuss it.</li> </ul>  |
| Class 4 | <ul style="list-style-type: none"> <li>• Midterm</li> <li>• Discussion on chapter 7, fighting poverty.</li> <li>• Qualitative understanding of poverty.</li> <li>• Who makes up the poor?</li> <li>• Choose sides for debate</li> </ul>  | <ul style="list-style-type: none"> <li>• Study for Midterm</li> <li>• Read chapter 7</li> </ul>  |
| Class 5 | <ul style="list-style-type: none"> <li>• Social work contributions to social welfare policy development and implementation.</li> <li>• Perspectives on the welfare state from the ideological left and right: Institutional versus residual views on policies and programs.(debate)</li> <li>• Go over the research paper and presentations, pick topics.</li> </ul> | <p>Chapters 8,9 &amp; 10, 11 will be discussed for presentations, skim over them to decide where your interest is peaked.</p> <ul style="list-style-type: none"> <li>• Bring in article to support your side of the debate, research your points and be prepared to debate.</li> <li>• Write out your debate cards.</li> </ul> |
| Class 6 | <ul style="list-style-type: none"> <li>• The different modalities of social work and social work administration.</li> <li>• Lobbying.</li> <li>• Pluralism.</li> <li>• Policy and basic human needs.</li> <li>• The US Constitution and discussion in dyads.</li> </ul>  | <ul style="list-style-type: none"> <li>• Read chapters 12 and 13 be prepared for a quiz..</li> <li>• (Work on research paper and presentation).</li> </ul>   |
| Class 7 | <ul style="list-style-type: none"> <li>• Valuing diversity</li> <li>• Promoting Social and Economic Justice</li> <li>• Presentations</li> </ul>  | <ul style="list-style-type: none"> <li>• Read the Conclusion, chapter 12</li> <li>• Be prepared to present. (Presentation is the final exam).</li> <li>• Research papers due.</li> </ul>   |
| 7<br>7  | <ul style="list-style-type: none"> <li>• Affirmative Action</li> <li>• Civil Rights.</li> <li>• Advocating for at risk populations.</li> </ul> <p>Presentations</p>  | <ul style="list-style-type: none"> <li>• Be prepared to present. (Presentation is the final exam).</li> </ul> <p>Research papers due.</p>  |

### Grading Criteria: Grading Scale

|                                   |
|-----------------------------------|
| 94% of available points = A       |
| 93% of available points = A-      |
| 90-92% of available points = B+   |
| 84-89% of available points =B     |
| 83% of available points = B-      |
| 80-82% of available points = C+   |
| 74-79% of available points = C    |
| 73% of available points = C-      |
| 70-72% of available points = D+   |
| 64-69% of available points = D    |
| 63 %of available points = D-      |
| Below 63% of available points = F |

### Course Performance and Grading Criteria

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

| <b>Grade</b> | <b>Requirements &amp; Performance Criteria</b>   |
|--------------|--|
| <b>A</b>     | <b>Students achieving this level will have demonstrated the following:</b>   |
|              | 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>B</b>     | <b>Students achieving this level will have demonstrated the following:</b>   |
|              | 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.   |
|          |   |
| <b>C</b> | <b>Students achieving this level will have demonstrated the following:</b>  |
|          | 1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophisticated 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.                                  |
|          |   |
| <b>D</b> | <b>Students achieving this level will have demonstrated the following:</b>  |
|          | 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.  |
|          |   |
| <b>F</b> | Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.  |

**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) are worth ½ if turned in on or before the next class, zero after that. Final papers/projects will not be accepted late.

# Course Value – 100 points

**5 points- Introductory e-mail** -Please **e-mail** me prior to the first class and introduce yourself as a student in this course. In this introduction use the same spelling and grammar that you would for any professional correspondence and include your goals for this course.

Also, read chapters one and two. Write a one page type written paper on your interpretation of the topics presented in the above rubric for homework. Bring in a newspaper article to support your view on any one of the topics in the chapter.

## **10 points- midterm**

**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.

**15 points – Home work** that is in on time and done properly.

**20 points – Research paper.** (Instructions and rubric will be given out in class.)

## **40 points- Final presentation.**

### **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 communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. 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 a student earns 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.

### **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

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 drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

### **Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

### **Academic Dishonesty**

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 psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay 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. 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 courses; 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](http://www.indiana.edu/~istd/plagiarism_test.html)

### **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.

### **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://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://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 MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and 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 private 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 or email [helpdesk@bridgeport.edu](mailto:helpdesk@bridgeport.edu)  
<https://bridgeport.instructure.com/courses/829447/>

### **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. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

### **Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital 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.

### **Using Computers**

Open access computer labs are available at three locations:

- Bridgeport – 1<sup>st</sup> 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**

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](http://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.

### **IMPORTANT CONTACT INFORMATION**

| <b>Office</b>                | <b>Telephone</b> | <b>Email</b>              |
|------------------------------|------------------|---------------------------|
| Bridgeport Campus Security   | (203) 576-4911   | ubsecurity@bridgeport.edu |
| Bursar                       | (203) 576-4692   | sfs@bridgeport.edu        |
| Cashier                      | (203) 576-4682   | sfs@bridgeport.edu        |
| Financial Aid                | (203) 576-4568   | sfs@bridgeport.edu        |
| Registrar                    | (203) 576-4635   | registrar@bridgeport.edu  |
| Emergency Notification Phone | (203) 576-4159   |                           |
| IDEAL Office                 | (203) 576-4800   | idealinfo@bridgeport.edu  |

### **CAMPUS CONTACT INFORMATION**

| <b>Campus</b> | <b>Address</b>                          | <b>Telephone</b> | <b>Email</b>               |
|---------------|---|------------------|----------------------------|
| Bridgeport    | 126 Park Avenue<br>Bridgeport, CT 06604 | (203) 576-4800   | idealinfo@bridgeport.edu   |
| Stamford      | 5 Riverbend Drive<br>Stamford, CT 06750 | (203) 358-0700   | ubstamford@bridgeport.edu  |
| Waterbury     | 84 Progress Lane<br>Waterbury, CT 06705 | (203) 573-8501   | ubwaterbury@bridgeport.edu |

|   |   |
|---|---|
| <b>Directions to IDEAL Campus locations</b> | <a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a> |
|---|---|

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