HS 201: SOCIAL WELFARE POLICIES and PRACTICE
ANDERSON UNIVERSITY (SC)
SYLLABUS

I. COURSE INFORMATION:
HS 201: Social Welfare Policies and Practice (3 credit hours)

Course Description: This course is designed to provide students with the concepts to form the ability to analyze contemporary social welfare issues and programs in the United States and to understand the relationship between social policy and human services practice. Topics include: influence of social, political and economic forces, as well as policies affecting individuals, families and children, and social groups. Assignments are based on case studies, practical experiences, ethical dilemmas and a final project designed to allow students to demonstrate mastery of the course content.

Prerequisites: HS 101

About the Course: This is a flex program course formatted in a seven-week term. All course material is due the final date of the course. The suggested due dates/pace guides for application assignments in the modular path and projects in the major projects path will be posted on CANVAS. Make sure to check in with your academic success advisor and instructor routinely throughout the term. (The recommended time for course work per week is 18-20 hours, including reading and assignments).

II. REQUIRED MATERIALS

*See Canvas

* Supplemental articles and videos on Canvas classroom

Additional Materials: Headset with/microphone; Webcam (integrated or standalone)

III. TECHNOLOGY EXPECTATIONS

Students should have a reliable computer and the Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

Online Time Expectation:

In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 16-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.

Learner Expectations:

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in-class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date. If difficulties or unforeseen circumstances arise during the course term, please contact the instructor promptly so that accommodations can be arranged.

Also, remember to use proper "network etiquette" when communicating with our peers. See the website, http://www.albion.com/netiquette/corerules.html (Links to an external site.)pertaining to "netiquette". We will be respectful and mindful of one another in this course. Please remember that we all have different opinions and it is ok to disagree but it is important to do so in a respectful manner.

Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course-related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the LMS well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.

GETTING STARTED:

Go to the "Getting Started" section in your course.

Getting Started: This course is built using modules, so you'll find everything needed for our program in the Modules tab in the left sidebar. Each module has an overview, so you'll want to start with Module 1 Overview. There's also a Syllabus page that I've used to give you an overview of the course and to demonstrate the functionality of that feature.

IV. COURSE PURPOSE, COMPETENCIES, GOALS, AND OUTCOMES

COURSE PURPOSE:

In the course, Social Welfare Policy and Procedure, students will develop an understanding of state and federal social welfare policies in the United States and the impact they have on special populations. In addition, students will learn the theoretical bases for social welfare policies and analyze them from sociological, economic, political, and human service perspectives. Students will examine the theory, structure, and policies of state and federal welfare agencies as well as the experiences of the poor and working poor.

COMPETENCIES for HS 201:

- Acting Ethically (1)

- Advocating for Others (2)

- Documentation (4)

- Communicating Effectively (6)

- Acting as an HS Professional (10)

- Understanding Human Systems (11)

- Understanding and Setting Policy (12)

- Making Sense of Information (14)

- Understanding the History and Context of HS (15)

- Understanding HS Systems (16)

GOALS (Overarching and Ancillary):

By the end of this course students will:

- Students will examine the theoretical roots and foundations of social welfare policies (e.g., How are social welfare policies formed?)

- Students will analyze types of social welfare policies that address poverty and other social issue. (e.g., How do social welfare policies address poverty?)

- Students will assess how society responds in various ways to the wide range of social problems. (e.g., How does the media portray social problems?)

- Students will evaluate the contexts that frame social issues and problems. (e.g., What are the values and beliefs that guide social welfare in America?)

- Students will apply knowledge of social policy to improve thinking, problem solving, and decisions relevant to human services practice. (e.g. What is policy analysis? Why are policy analysis conducted?)

- Students will develop points of view needed by human service professionals in the field. (e.g., What are professional values, ethics, and guiding principles for the human services field?)

See Appendix A for additional course information

IDEA Student Learning Outcomes:

Essential

- Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

- Learning to apply course material (to improve thinking, problem-solving, and decisions)

- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important

- Developing skill in expressing oneself orally or in writing

- Learning to analyze and critically evaluate ideas, arguments, and points of view

V. CONTENT OUTLINE AND METHODS OF INSTRUCTION

Content Outline:

Decide Between the Two Paths Within the Course:

In each of the HS courses, a student will have the option to choose between two paths, a Major Projects Route or the Modular Route. Students will want to make the decision with the input of their academic success advisor and instructor.

Major Projects Route:

For the major projects route, students will have two written projects, each with an online presentation component. These major projects will ensure a student meets the same competencies as the modular route, but it allows the student to demonstrate those competencies in a more expedited, cohesive manner. Each of the competencies will also have linked resources and students will interact with instructors and peers on a weekly basis via web conference and the Journey Coach will be checking in with students weekly as well.

Modular Path Route:

If a student decides to go the modular route, they'll work through seven modules at personalized pace (do not have to accelerate if student does not want to, follow pacing guides) as well over the term. Each module has an overview with specific competencies, resources, and assignments. Each module can typically be completed in one week or sooner. Students will still meet with their instructor and peers during a web conference session each week and with the Journey Coach weekly as well.

Methods of Instruction: This is an online classroom. We will have textbook chapter readings, lecture notes, as well as short videos to view on specific topics for each module. Students will participate in weekly zoom sessions.

To assist students with learning proper APA formatting, there will be resources provided and students are responsible for complete a quiz on the content.

VI. METHODS OF ASSESSING ACHIEVEMENT OF LEARNING OUTCOMES

Graded Projects

*See Pacing Guides for suggested due dates for all application assignments and/or major projects

Major Projects Route:

Major Projects (x2) and Presentations (x2): 90%

Knowledge Checks (Optional):

Zoom Sessions: 5% participation grade (Students must participate in four out of seven sessions to receive full participation credit)

Pre-test and Post-test: 5% of final grade

The pre-test acts as a guide of your knowledge base for this course. It will help you determine what areas you need to spend more time on.

The post-test allows you to show your competency of the course as a whole.

Modular Path Route:

Module Application Assignments (x14): 90% of final grade

Knowledge Checks (Optional):

Zoom Sessions: 5% participation grade

Students must participate in four out of seven sessions to receive full participation credit

Pre-test and Post-test: 5% of final grade

The pre-test acts as a guide of your knowledge base for this course. It will help you determine what areas you need to spend more time on.

The post-test allows you to show your competency of the course as a whole.

VII. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES

Grading Scale:

Percent	Grade
90-100	A
80-89	B

70-79	C
60-69	D
Below 60	F

Demonstration of Proficiency:

Students will have two opportunities to demonstrate proficiency of the modular route assignments and two opportunities to demonstrate proficiency of the major projects route assignments. If student does not demonstrate proficiency in the allotted time, a grade of 0 will be given for that assignment and will count toward the student's final grade for the course.

Pacing Guides:

Major Projects Pacing GuidePreview the document

Module Path Pacing GuidePreview the document

Rubrics:

Rubrics will be provided in each course for all written assignments. All written assignments are to be completed in APA writing style unless otherwise noted by the course instructor.

STUDENT FEEDBACK

Students can expect the instructor to respond to emails within 24-48 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas grade-book within 7-10 days after the due date, but preferably 3-5 days for accelerated courses (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas (located in the online course on the left control panel).

VIII. COMPUTER AND INFORMATION TECHNOLOGY USAGE

University Email: All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

Technical Support

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: https://helpdesk.andersonuniversity.edu

Help Desk Phone: (864) 231-2859

Course Related Support

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)

Instructor fails to respond to student questions more than 4 days.

Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.

The instructor is not participating in the course at all.

CIDL Website: https://www.aucidl.com

CIDL Phone: (864) 231-2199

COURSE POLICIES

Flex Class Participation/Attendance: This is an accelerated flexible learning course situated within a seven-week format and a significant amount of material is covered within each module. Attendance is based on your participation and is mandatory for this course. It is important that each student participates actively in class zoom sessions, activities, and assignments. Students must adhere to the University Attendance Policy in a self-paced/flexible course.

If the student is aware of extenuating circumstances that will interfere with this course, please notify the instructor and journey coach as soon as possible. If there are issues beyond the student's control that prohibits them from completing their classwork (i.e. death of loved one, hospitalization), please notify the instructor and journey coach as soon as possible to make appropriate arrangements.

In order for students to avoid an administrative withdrawal from a Flex course, 50% of all graded module assignments and activities (application assignments, zoom sessions, flip grid discussions, etc.) need to be complete by the "last day to withdraw from a course with a W" date provided by the Registrar (Links to an external site.). This justifies active participation within the self-paced course and encourages appropriate pacing of course work.

Please refer to the University Policies on Withdrawal from Courses and Attendance for further information.

Academic Dishonesty: Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties, for academic dishonesty, are described in the University Catalog. (.285,). See a more detailed description of this issue in the Student Handbook, (42-45) located at http://www.andersonuniversity.edu/campus/student-handbook (Links to an external site.).

Statement on Disabilities and Academic Adjustments

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success (http://www.andersonuniversity.edu/student-success (Links to an external site.))who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

Withdrawal Deadlines for the Course: The last day to drop with NO GRADE and NO CHARGE is ███████. The last day to withdraw with a Grade of "W" is ███████.

Withdrawal Policies from Courses:

Please see the following link regarding university policy on withdrawal from courses.

http://catalog.andersonuniversity.edu/content.php?catoid=14&navoid=597#withdrawal-from-courses (Links to an external site)

LEARNING FACILITIES AND RESOURCES AVAILABLE

Thrift Library

Monday through Thursday - 7:45 a.m. to midnight; Friday - 7:45 a.m.to 5:00 p.m; Saturday - 11:00 a.m.to 5:00 p.m; and Sunday - 3:00 p.m to midnight (Closed on all university holidays.)

http://www.andersonuniversity.edu/library (Links to an external site)

Computer Labs located in Vandiver (first floor) and Bunton (Thrift Library basement)

The Writing Center

NEW: The Writing Center and the Center for Innovation and Digital Learning are excited to announce the launch of the AU Online Writing Center. There is an option for live chat support or assignment-drop off, and there are helpful resources located on the site (built within Canvas). This is currently only for students in online classes.

http://bit.ly/auwriting (Links to an external site)

The Center for Student Success is located on the third floor of the Thrift Library. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at http://www.andersonuniversity.edu/student-success (Links to an external site.).

Appendix A:

COURSE PURPOSE, GOALS, AND OUTCOMES

Purpose: In the course, Social Welfare Policy and Procedure, students will develop an understanding of state and federal social welfare policies in the United States and the impact they have on special populations. In addition, students will learn the theoretical bases for social welfare policies and analyze them from sociological, economic, political, and human service perspectives. Students will examine the theory, structure, and policies of state and federal welfare agencies as well as the experiences of the poor and working poor.

Goals:

By the end of this course students will:

Students will examine the theoretical roots and foundations of social welfare policies(e.g., How are social welfare policies formed?)

Students will analyze types of social welfare policies that address poverty and other social issue.(e.g., How do social welfare policies address poverty?)

Students will assess how society responds in various ways to the wide range of social problems. (e.g., How does the media portray social problems?)

Students will evaluate the contexts that frame social issues and problems. (e.g., What are the values and beliefs that guide social welfare in America?)

Students will apply knowledge of social policy to improve thinking, problem solving, and decisions relevant to human services practice.(e.g. What is policy analysis? Why are policy analysis conducted?)

Students will develop points of view needed by human service professionals in the field. (e.g., What are professional values, ethics, and guiding principles for the human services field?)

IDEA Student Learning Outcomes:

Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Learning to apply course material (to improve thinking, problem solving, and decisions)

Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Developing skill in expressing oneself orally or in writing

Learning to analyze and critically evaluate ideas, arguments, and points of view

Module Learning Outcomes:

Students will examine the theoretical roots and foundations of social welfare policies(e.g., How are social welfare policies formed?)

Students will analyze types of social welfare policies that address poverty and other social issue. (e.g., How do social welfare policies address poverty?)

Students will demonstrate an understanding of the types of social welfare policies directed toward nutrition, healthcare, and families, etc. (e.g., How do social welfare policies address other social needs?)

Students will investigate how social policies impact children, the elderly, the mentally ill, women, ethnic minorities, immigrants, and gay/lesbian individuals.(e.g., How do social welfare policies impact particular populations?)

Students will assess how society responds in various ways to the wide range of social problems. (e.g., How does the media portray social problems?)

Students will summarize the origins of the human/social services worker. (e.g., What are the major policies that have impacted the work of human services)

Students will examine the evolution of the responses to social problems. (e.g., How has society responded to social problems throughout history?)

Students will evaluate the contexts that frame social issues and problems. (e.g., What are the values and beliefs that guide social welfare in America?)

Students will gain an understanding of fundamental theories that pertain to the human services profession and social problems that exist in society. (e.g., What are the theories that guide social welfare policy practice?)

Students will apply knowledge of social policy to improve thinking, problem solving, and decisions relevant to human services practice. (e.g. What is policy analysis? Why are policy analysis conducted?)

Students will develop points of view needed by human service professionals in the field.(e.g., What are professional values, ethics, and guiding principles for the human services field?)