MIDDLE TENNESSEE STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK
SW 3000-001: Social Policy
[3.0 CREDIT HOURS]
Spring 2025

Class meets in person every M/W from 2:20 – 3:50 PM in ACB-110

Instructor Information

Instructor: Professor Scott Coble | LMSW, CPRS
Office Location: ACB-161
Office Phone: 615.898.2477 (direct office phone number)
Email Address: Scott.Coble@mtsu.edu
Office Hours: Tuesdays and Thursdays: 11:30 AM – 1:30 PM; Fridays: 9:15 – 10:15 AM

Students can expect to receive a response from the instructor within 48 hours of receipt unless notified of extenuating circumstances.

Please schedule an appointment to make the most of your time with the instructor, as multiple students may require meeting time slots. However, drop-ins are still welcome during posted office hours if time permits. Thank you.

Syllabus Changes

The instructor reserves the right to make changes to this syllabus and course outline as necessary. If changes are necessary during the term, the instructor will immediately notify students in class (if applicable) by posting both the notification and the nature of the change(s) **on the course news feed/bulletin board.**

Communication Guidelines

Feedback

A student can expect to receive a response from the instructor within 48 hours of a student's email to the instructor unless notified of extenuating circumstances. **Assignments must be submitted in class (if applicable) or to the D2L dropbox and will not be accepted via email.** All assignment deadlines will be displayed on the calendar in D2L.

Email

Per the [Family Educational Rights and Privacy Act (FERPA)](#), all course communication will be conducted using D2L email. Faculty will not respond to student emails via a non-institutional assigned email account (e.g., a Gmail or Yahoo account). Students should

- include a concise subject line, body, closing, and signature (use standard fonts);
- avoid inflammatory (or antagonistic criticism) and avoid sending insulting, abusive, or threatening remarks;
- not send large attachments without permission;
- not overuse special formatting (e.g., centering, audio messages, tables, HTML, etc.);
- not spam others;
- respect the privacy of other class members.; and,
- remember that email is not necessarily private.

Course Information

Catalog Description

Emphasis on recurring themes in social welfare policy development processes, historical turning points, societal ethics, causal relationships in social problems, social change, and analytical frameworks for assessing social welfare policy and programs.

Course Description

This course is a survey of social welfare policy and services. It focuses on the relationship between social problems and social welfare policy. The principles involved in analyzing social welfare policy and services will be examined. Recurring themes in social welfare policy will be identified. Emphasis will be placed upon the historical context of social welfare policy. Activities, lectures, and assignments will focus on how recurring themes undermine efforts to develop a socially and economically just and diverse society.

Prerequisites

SW 2570: Introduction to Social Work

Student Learning Outcomes

Upon successful completion of this course, the student will demonstrate an ability to:

1. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
2. Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
3. Apply understanding of human rights and social, economic, and environmental justice, as well as their relationship to social policy analysis within the global context.
4. Assess how social welfare and economic policies impact the delivery of and access to social services.

5. Identify local, state, and federal social policy that impacts well-being, service delivery, and access to social services.
6. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)

Competency 1: Demonstrate Ethical and Professional Behavior.
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.
Competency 5: Engage in Policy Practice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Successful completion of this course implies that the student has achieved competency in the following practice behaviors:

Competency	Practice Behavior	*Standardized Assignment	Dimensions
Competency 5: Engage in Policy Practice	5.a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Policy Analysis Paper	KVSC & AP
	5.b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Policy Analysis Paper	KVSC & AP

Experiential Learning Course (EXL)

This course is an experiential learning course that includes a hands-on learning project (applied learning, service learning, creative activity, teacher education, laboratory, co-op, or internship). MTSU's goal is to provide relevant real-world learning opportunities that will benefit students. This course will count toward the completion of the EXL Scholar Graduation Distinction. The EXL Scholar Distinction requires at least 16 credit hours of EXL coursework, including the 1-credit hour EXL 4000 course, which will be taken during the final semester. Additional requirements for the EXL Scholar Distinction include external experience and an internal MTSU-sponsored service activity. Students who qualify as EXL Scholars will receive cords for graduation and be recognized by President McPhee during the commencement ceremony, as well as a notation on the official transcript and a certificate for framing. For more information about the EXL Scholars Program, visit https://w1.mtsu.edu/exl/index.php. It is strongly

recommended that you retain copies of all coursework, as it will be helpful if you wish to pursue the EXL Scholar Graduation Distinction.

MT Engage Designated Course

Connect, Reflect, Engage! In this MT Engage course, you will be an active learner who participates in a beyond-the-classroom experience and makes connections across learning opportunities. You will complete reflections that help you make sense of your learning and its value to your educational and career goals. To support a developing sense of yourself as a learner, upload at least one assignment from this course involving reflection to your OneDrive and create a folder named MT Engage so you can easily locate all the work from your MT Engage classes. Then, look back on this collection of your work later to assess your growth and identify the knowledge, skills, and abilities you have developed during your time at MTSU.

ePortfolio Statement: As part of the MT Engage program, students will build an ePortfolio presentation showcasing their ability to make connections across and reflect on various learning experiences. Students should be aware that ePortfolios are not to contain confidential personal information, and that a student's unauthorized storage or use of copyrighted works or proprietary information in an ePortfolio is prohibited. ePortfolio privacy: ePortfolios are private until the public link is shared (this access continues until the box is unchecked). ePortfolios are not internet searchable until they are posted to a host webpage.

The MT Engage program promotes active engagement in learning across educational experiences. MTE program requirements and incentives can be located at https://w1.mtsu.edu/mtengage/Requirements_Incentives.php. You will receive important informational emails from MT Engage about ePortfolio training and how you can qualify for scholarships and cash awards. For more information, go to https://w1.mtsu.edu/mtengage/index.php

In this course, you will participate in a beyond-the-classroom activity and submit at least one assignment to the D2L ePortfolio. Additional information can be located under Course Assignments in the syllabus and the instructor will provide further information in class. As part of the MT Engage program, students will build an ePortfolio presentation showcasing their integrative learning. MT Engage offers ePortfolio training; see http://mtsu.edu/mtengage/student_resources.php for details.

Course Content Areas

I.   Policy-making process
II.   Poverty
III.   Federal programs
IV.   Prevention programs
V.   Challenges for a diverse society

Course Materials

The course requires a textbook, a web-based management system (Tevera), the NASW Code of Ethics booklet, and the APA manual. All items may be purchased at www.mtsu.bncollege.com.

Required Textbook

Popple, P. R., & Leighninger, L. (2019). *The policy-based professional: An introduction to social welfare policy analysis for social workers* (7th ed.). Pearson.

Additional Required Materials (course readings are included in D2L)

Boone, K., Roets, G., & Roose, R. (2018). Social work, poverty, and anti-poverty strategies: cultural forums. *British Journal of Social Work, 48*(8), 2381-2399.

Crewe, S. E., & Gourdine, R. M. (2019). Race and social policy: Confronting our discomfort. *Social Work in Public Health, 34*(1), 1-11. https://doi.org/10.1080/19371918.2018.1562397

Morris, K., Mason, W., Bywaters, P., Featherstone, B., Daniel, B., Brady, G.,…Scourfield, J. (2018). Social work, poverty, and child welfare interventions. *Child & Family Social Work, 23*(3), 364-372. https://doi.org/10.1111/cfs.12423

Tevera Practicum Management and Accreditation Software

Tevera is a web-based data management system that the Department of Social Work uses to collect data for assessment, evaluation, and accreditation purposes. Tevera is an integral part of all core courses, including practicum education. Practicum candidates are expected to have an activated Tevera account. Candidates for the BSW and MSW programs will complete assignments, assessments, and time logs, which require an activated account. There are no exceptions to this policy for social work majors.

Tevera is a one-time purchase that you will have lifetime access to. Once purchased, Tevera must be activated. You DO NOT need to purchase and activate Tevera a second time or for any subsequent courses. Tevera is covered through financial aid with Phillips Bookstore only.

https://mtsu.bncollege.com
https://knowledge.tevera.com/space/AS/622428297/Tevera+Purchase+Options

Recommended

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

Supplementary Reading

The profession of social work is steered by six core values: service, social justice, dignity and worth of the individual, importance of human relationships, integrity, and competence. Values and principles aid

in setting a standard for social workers' behavior. Social work professionals are required to have the ongoing ability to develop knowledge, skills, and judgment, for safe and ethical practice. Students will need to review the professional ethics of social work, which are guided by the following organizations:

International Federation of Social Workers (IFSW)	https://www.ifsw.org/global-social-work-statement-of-ethical-principles/
National Association of Black Social Workers (NABSW)	https://www.nabsw.org/page/CodeofEthics
National Association of Social Workers (NASW)	https://www.socialworkers.org/about/ethics/code-of-ethics

Graduation Information

Standardized Examinations Requirements

The following are **required standardized examinations** for **all graduating seniors at MTSU**.
1. **General Education Core** - All university graduates must complete a group of basic courses known as the General Education Core. Undergraduate students demonstrate their basic knowledge by taking a General Education exam the semester they graduate. MTSU's current General Education exam is the California Critical Thinking Skills Test (CCTST). The exam is given to all seniors who will graduate with a bachelor's degree. Test dates are scheduled during the summer, fall, and spring semesters. Testing sessions last approximately one hour online. The exam is online at the University Testing Center in the KUC. You will take this exam on your own time, not class time. For additional information, you may send an email to iepr@mtsu.edu.
2. **Area Concentration Achievement Test (ACAT)** - All graduating seniors at MTSU must take a Major Field Test. For social work, the Major Field Test is the Area Concentration Achievement Test (ACAT) which assesses content knowledge and retention by students after their major field of study. This is an online exam. **Students should schedule the above major field tests by visiting the** website https://w1.mtsu.edu/testing/online.php**.**

For both exams, students who are registered with the Disability Access Center (DAC) will need to check to see if they are eligible to waive the exams. To receive a waiver of exams, students must check with DAC at 615-898-2783 or dacemail@mtsu.edu. Additional information regarding these examinations can be found at https://w1.mtsu.edu/iepr/field_test.php.

Additional Graduation Information

May be found at https://w1.mtsu.edu/one-stop/index.php

Course Requirements

Style & Formatting

Unless otherwise specified, all assignments utilize the APA 7th edition format. For assignments requiring submittal to the D2L dropbox, students should use **Microsoft Word** and label the document using this format for each assignment: **Last Name Assignment Name** (e.g., Coble Social Research Problem Paper).

Do NOT submit assignments in any other format such as Google Docs, PDF, etc.). They will not be accepted, and a grade of [0] will be given for the assignment. It is highly suggested you create a folder for each class and save a copy of each assignment you submit.

Class Attendance, Participation, and Professionalism

Students are expected to attend class and exhibit mutual respect, active involvement, and professional behavior and language in the course. Mutual respect and active involvement are expected in class. Students must follow the Academic and Professional Standards of the Department of Social Work (see the MT Social Work Student Handbook). If the instructor notices a student's lack of participation trends, an in-person or virtual meeting may be called to address participation issues.

Attendance Reporting

Class attendance is expected and will be monitored to keep the students on track. MTSU requires that instructors complete an attendance report for each course at midterm and at the end of each semester. The student is also expected to participate in all interactive aspects of the course (in-class and online). For example, you must communicate with other students via emails and chat discussion board exchanges. **It is also expected for students to check their D2L email, etc. regularly for announcements and instructions regarding class assignments, etc.**

Class announcements will also be posted regularly on the news feed.

Make-Up Policy

A calendar of due dates for course assignments is provided in the syllabus and D2L.

Late assignments will be considered only in extenuating circumstances. Note: "extenuating circumstances" will be defined by the instructor, not the student; therefore, do NOT assume your reason for not submitting an assignment by the deadline will be acceptable.

Assignments

There are six (6) categories of assignments in the course:

1. **In-Class Assignments (ICA)** - Students will earn points for completing eight (8) In-Class Assignments throughout the semester that support learning objectives throughout the course content topics. Each assignment opens on Sunday at 6:00 AM and is due Saturday at 11:59 PM of the week it is assigned. Students will complete the assignment and upload the related documentation (either take a picture of the completed assignment or submit notes/reflection in **Word** format, depending upon that week's instructions) in Dropbox for each given assignment in D2L. Students MUST be present on the day of the ICA to receive full credit (**10 points** per assignment).

2. **Online Discussion Boards (DB**)—Students will earn points for completing eight (8) graded online discussion board assignments. Each discussion opens on Sunday at 6:00 AM and closes on Saturday at 11:59 PM of the week of the assignment (unless otherwise noted on the course schedule). Students may also participate in an *ungraded introduction discussion* at the start of the course (review in D2L). (**130 total points** for this category)

Students can earn up to ten (10) points for each DB post, amounting to **a total of 80 points for completing the DB posts.**

- For in-class discussions, students will collaborate in teams and earn points based on their participation:
  - Team presentations: Ten (10) points each for two presentations.
  - Class discussions: Five (5) points each for participation in six discussions during class presentations.
  - The combined total for team presentations and class discussions is **50 points for the semester.**

3. **Online Quizzes** - The student will complete five (5) quizzes in the course. One quiz reviews the general orientation and the course syllabus, whereas the other four (4) quizzes cover course material from the required readings and/or lectures. The students will have one attempt per quiz and will be allotted 45 minutes to complete each. All quizzes will open on Sundays at 6:00 AM and close on Saturdays at 11:59 PM of the week of the assignment (unless otherwise noted in the course schedule). The format of the quizzes is multiple-choice, True/False, matching, or fill-in-the-blank. Quizzes are strictly an independent evaluation tool. Although students may use their text, class lecture notes, and online resources to take the test, they should refrain from taking the quizzes or collaborating in any capacity with other students. Also, the quiz questions or answers should not be shared with other students.

   When taking online quizzes, students should access D2L through http://elearn.mtsu.edu instead of Pipeline MT. Students should save each answer to online quiz questions as they answer each question in case a computer crashes or loses Internet connectivity. Students may reboot their computers or wait for internet connectivity to access the test again, and D2L will allow students to continue taking the test using the time left and the question answers they have saved.

4. **Social Problem Research (SPR) Paper** - Students will select a contemporary social problem (e.g., homelessness, infant mortality, mental illness, poverty, food insecurity, education gap, etc.) to examine in this course. Based on information from scholarly sources (peer-reviewed articles, books, etc.), the paper should include the following:
   4.1   Introduction – an introduction paragraph with a clear, concise thesis statement.
   4.2   Definition of the social problem (describe how the problem has been defined, measured, etc.). This component requires a scholarly definition, not a dictionary-type definition or description.
   4.3   Describe the impact of the social problem (e.g., prevalence, incidence, severity, trends).
   4.4   Describe the population most impacted by the social problem (e.g., race/ethnicity, age, gender, rural/urban).
   4.5   Conclusion - a concluding paragraph summarizing the paper's main points and providing closure. No new concepts or information should be introduced in this section.

   The paper should be 3-5 double-spaced pages in length (excluding the title page and reference pages) using APA format. This assignment should include 5-7 scholarly sources published in the past ten (10) years. Students must provide evidence of completion from the Writing Center of the Social Problem Research paper review.

5. **Social Welfare Program (SWP) Paper** - Students will identify a federal social program (e.g., WIC, SNAP, TANF, Child Protective Services, Head Start, etc.) designed to address the social problem researched in assignment #4. The paper should include the following components:

    5.1   Provide a brief description of the social program (include this in the introduction paragraph).

    5.2   Provide a brief description of the target population.

    5.3   Provide information about the penetration rate of the program (is it reaching those it is intended to serve?).

    5.4   Elaborate on three (3) recommendations to improve the program.

    5.5   Conclusion – a concluding paragraph summarizing the paper's main points and providing closure. No new concepts or information should be introduced in this section.

The paper should be 3-5 double-spaced pages in length (excluding the title page and reference pages) using APA format. This assignment should include 5-7 scholarly sources (peer-reviewed articles, books, etc.) published in the past ten (10) years. Students must provide evidence of completion from the Writing Center of the Social Welfare Program paper review.

(This assignment may be substituted with a team presentation in lieu of individual papers.)

6. ***Social Policy Analysis (SPA) Paper** – This is a department Standardized Assignment. In addition to a numeric grade, the assignment assesses competencies designated at points in your education. The instructor will provide a competency report you can access in Tevera (see the last page of the syllabus for a sample). Students will analyze a social policy relevant to assignments 4 and 5. The social policy analysis paper should be organized using appropriate headings to reflect the following information.

    6.1   Introduction (this section of the paper is NOT labeled) – Based on the instructor's feedback on assignment #4, clearly identify the social problem (e.g., define the problem, describe the nature of the problem, magnitude, and cause[s] of the problem). The introduction is NOT labeled as a heading.

    6.2   Overview of policy – a brief account of how the policy developed to address the social problem (e.g., Ryan White Act, Stewart B. McKinley, Mental Health Parity Act, Food Stamp Act).

    6.3   Using the Gilbert & Terrell Policy Framework, describe the identified policy components. Resource: www.youtube.com/watch?v=mMaDqHvoJ4o

        a.   Basis of Social Allocation – who benefits from the social policy; addresses eligibility. Resource: https://youtu.be/mMaDqHvoJ4o

        b.   Nature of Social Provisions – describe the types/forms of benefits (cash, in-kind, vouchers, etc.) to be allocated. Resource: https://www.youtube.com/watch?v=U1WR6b_QDfE

        c.   Design of the Delivery System – organization of service providers; strategies for delivering provisions/benefits. Resource: https://www.youtube.com/watch?v=OWDGfzZaUcg

        d.   Mode of Finance – address the source of revenue/funding (e.g., taxation, voluntary giving, fees, etc.) and system of transfer of funds (e.g., delivery of benefits from source to recipients). Resource: https://www.youtube.com/watch?v=Tp1cslJJ1ZE

6.4   Based on program evaluations, identify 2-3 policy changes that have been recommended to improve the policy and identify possible unintended consequences of the policy.

6.5   Address how the policy aligns with at least two social work values: particularly social, racial, economic, and environmental justice, dignity and worth, and self-determination.

This paper should have 7-10 double-spaced pages (excluding the title page and References) and comply with APA guidelines. Use only scholarly sources (peer-reviewed articles, books, etc.) published in the past ten (10) years. The paper should have a minimum of seven (7) scholarly sources (sources ending in .com, .net, and .org are not scholarly sources and will NOT receive credit toward the minimum number of required sources). Students must provide evidence of completion from the Writing Center of the Social Policy Analysis paper review.

Extra Credit (EC) Opportunities

Extra credit opportunities may be offered at the instructor's discretion and will be announced during class and/or on the news feed/bulletin board in D2L. E**xtra credit opportunities are not guaranteed.**

Grade Distribution

In-Class Assignments [ICA] (8 @ 10 points each)	80 Total Possible Points
Online Discussions (8 @ 15 points each, 1 intro DB – not graded	130 Total Possible Points
Online Quizzes (1 @10 points; 4 @ 20 points each)	90 Total Possible Points
Social Problem Research (SPR) Paper	50 Total Possible Points
Social Welfare Program (SWP) Paper	50 Total Possible Points
*Social Policy Analysis (SPA) Paper	100 Total Possible Points
	500 Total Points Possible

- The student's final grade for the course will consist of points earned in all assignments and any extra credit attempted (if applicable).
- There are **500** total points possible in this course. The grading scale contains the point value that accompanies the letter grade.
- Note that grades are related to and reflect the expected learning outcomes of the course. **Students must earn a minimum grade of "C—" in this course to graduate with a degree in social work.**

Grading Procedure

The assignments will give each student a chance to apply the material covered in the course. The assignment grading will emphasize the completion of the tasks, as described, and the quality with which each task is completed. The grading scale for all assignments is presented in Table 1.

Table 1. Grading Scale for All Assignments

Points	Percentage	Letter Grade
450-500	90-100	A
400-449	80-89	B
350-399	70-79	C
300-249	60-69	D
≤ 299	≤ 59.8	F

The midterm grade will be based on the total points accumulated by mid-semester. For example, if a student has earned 195 of 215 points by mid-semester, this student would have a mid-term grade of A (195/215 = .90.6 = 90.6%). The student's final grade in the course is based on the total accumulated points earned on all assignments, as listed in the table above. **There is no midterm or final exam for this course.**

Incomplete grades are given rarely and only in extenuating circumstances. Page 31 of the 2023-2024 MTSU Undergraduate Catalog states: "The grade [I] indicates that the student has not completed all course requirements because of illness or other uncontrollable circumstances, especially those which may occur toward the close of the term. Mere failure to make up work or turn in required work on time does not provide a basis for the grade of [I] unless the extenuating circumstances noted above are present for reasons acceptable to the instructor."

Please refer to the Undergraduate Catalog for the complete policy on the Grades (Marking System).

Student Evaluation

Student evaluation may include but is not limited to exams, in-class assignments, written assignments, and oral presentations.

Course Evaluation

The course is evaluated formally using the Middle Tennessee State University student evaluation of course format. In addition, individual suggestions and comments by students will be accepted. Faculty peer evaluation may also be utilized at the instructor's discretion.

Academic Integrity/Misconduct

Please review the Academic Misconduct and information on Academic Integrity and Misconduct. Academic integrity is a hallmark of Middle Tennessee State University. We expect students to present original work for all academic assignments turned in for credit and appropriately credit all sources used. Academic misconduct includes, but is not limited to:

Plagiarism: Plagiarism includes, but is not limited to, the adoption or reproduction of ideas, words, statements, images, or works from another source as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another academic exercise and uses it without proper citation of its reuse. Plagiarism also includes the unauthorized use of paraphrasing tools or "text spinners" and artificial intelligence software.

Cheating: Cheating includes, but is not limited to, using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. Cheating also includes unapproved collaboration, which occurs when a student works with others on an individual academic exercise without the express permission of the faculty member. Unapproved collaboration can also include but is not limited to, sharing of any physical or electronic papers, exams/quizzes, assignments, and/or posting of same to unauthorized websites.

Fabrication: Fabrication includes, but is not limited to, unauthorized falsification or invention of any information or citation in an academic exercise.

Academic misconduct includes using information online without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

Students guilty of academic misconduct are immediately responsible to the class instructor. In addition to other possible disciplinary sanctions (including suspension from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course. Students accused of plagiarism will be immediately reported to the Director of Student Academic Ethics.

If applicable, the instructor will submit materials to Turnitin, an online plagiarism detection service. Students are expected to review the Turnitin report generated for their assignments and self-check for plagiarism. Resources on proper citation techniques are available within the course modules or through the University Writing Center.

Artificial Intelligence (AI)

Currently, there is no formal university policy on using Artificial Intelligence (AI) in coursework. While AI (if used correctly) can be an effective resource to enhance the learning experience, it is imperative to note that submitting an entire paper generated by AI will be easily detected. Furthermore, failure to provide proper citations and references for AI-generated content will be considered a serious violation of academic integrity. Any such instances will be treated as plagiarism, and the student will be required to meet on campus to address these concerns.

Communication Guidelines - University

 Communications—virtual and face-to-face—are expected to be free of microaggressions and racist remarks, actions, and behaviors. Microaggressions are comments or actions that subtly and often

unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group, such as a racial minority ([Merriam Webster, 2024](#)). Even when unintentional, such behavior merits discussion and can be a learning opportunity for the entire class. I have provided [examples of microaggressions](#).

Feedback

- A student can expect to receive a response from the instructor within 48 hours of a student's email to the instructor unless notified of extenuating circumstances.
- A student should expect to receive weeks of the assignment deadline unless notified of extenuating circumstances.
- Assignments must be submitted to Dropbox and will not be accepted via email.
- A list of assignment deadlines is located on the calendar in D2L.

Email

Per the [Family Educational Rights and Privacy Act (FERPA](#)), all course communication will be conducted using D2L email. Faculty will not respond to student emails via a non-institutional assigned email account (e.g., a Gmail or Yahoo account). It will be important that you:

- include a concise subject line, body, and closing in all of your emails (use standard fonts);
- avoid inflammatory (or antagonistic criticism) and avoid sending insulting, abusive, or threatening remarks;
- Remember that email is not necessarily private;
- Do not spam others;
- include a name on the signature line;
- Do not send large attachments without permission;
- Do not to use special formatting (e.g. centering, audio messages, tables, HTML, etc.); and,
- Respect the privacy of other class members.

Student Resources

[Frequently Used Student Resources](#)

Technical Support

Students who experience technical problems including, but not limited to, logging into their course, timing out of their course, and using the course website tools are encouraged to contact the [MTSU Help Desk](#) online (24/7) or at 1-615-898-5345.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website, https://w1.mtsu.edu/dac/index.php and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu. Accommodations are not provided unless they are approved in advance by the Disability Access Center.

Scholarship Information

The MTSU Scholarship Application opens each year on October 1, with a due date of February 15. Go to www.mtsu.edu/scholarships/opportunities and log in using your Pipeline MT username and password. Once logged in, complete the General Scholarship Application and the Supplemental Application, where social work-specific scholarship questions are located. To learn more about the Department of Social Work awards and scholarships,
visit https://w1.mtsu.edu/socialwork/scholarships.php.

Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or stop attending this class, you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility.
For additional Lottery rules, please refer to your Lottery Statement of Understanding form or contact your MT One Stop Enrollment Counselor.

Grade Appeals

University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed discriminated against, or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence, and stalking with the University's Title IX coordinator to help ensure students' safety and welfare. Please refer to MTSU's Title IX website for contact information and details.

Outreach and Support Programs

The MTSU community is committed to the academic achievement of each student, and we know that struggling to address basic needs can affect a student's ability to perform academically. If you are having trouble finding a safe and stable place to live or enough food to eat, please contact https://mtsu.edu/one-stop/outreach.php or 615-898-2808, or come by the MTSU Food Pantry at the MT One Stop, or speak with your instructor to get the assistance and resources you need.

D2L Assistance

Students needing assistance with the D2L system are encouraged to contact the support staff at 615-904-8189 or visit https://elearn.mtsu.edu

Writing Assistance

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, works with students to develop the skills necessary to become confident, competent writers by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email dropbox and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. Check the Center website for hours. Access to online services is available 24/7. Additionally, students may refer to the MTSU Watson Library website, https://w1.mtsu.edu/writing-center/index.php.

Tutoring

Student tutoring resources include the University Computer Labs, and the University Writing Center.
Other tutoring resources are available on the Student Support website.
MT Engage Training and Resources
Additional information can be located at https://w1.mtsu.edu/mtengage/student_resources.php

The True Blue Pledge

I am True Blue
As a member of this diverse community, I am a valuable contributor to its progress and success.
I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

Revised January 16, 2020
FITC

SW 3000-001 Course Schedule Spring 2025

D2L has a detailed schedule with specific assignment instructions. Unless otherwise specified, readings will come from Popple & Leighninger (2019).

DB=Discussion Board	SPR=Social Problem Research Paper	
ICA=In-Class Assignment	SWP=Social Welfare Program Paper	
Quizzes	SPA=Social Policy Analysis Paper	* Standardized Assignment

Week	Topic	Readings	Assignments/Activities	Due Date
1	Class Overview, Introduction to Social Policy	• Boone et al (2018) • Crewe & Gourdine (2019)	• Introduction Discussion (ungraded)	1/25
2	The Policy-Based Profession	• Chapters 1 and 2	• ICA 1 • DB 1 • Quiz 1	1/27 2/1 2/1
3	Social Welfare	• Chapter 3	• ICA 2 • DB 2	2/5 2/8
4	Policy Analysis	• Chapter 4	• ICA 3 • DB 3 • Quiz 2	2/12 2/15 2/15
5	Social & Economic Analysis	• Chapter 5	• DB 4	2/22
6	Fighting Poverty	• Chapter 6	• ICA 4 • SPR paper	2/26 3/1
7	Aging	• Chapter 7	• ICA 5 • Quiz 3	3/5 3/7 (Fri)
Spring Break - No Classes or assignments due (Mar. 10-14)				
8	Mental Health & Substance Abuse	• Chapter 8	• DB 5	3/22
9	Health	• Chapter 9	• ICA 6 • SWP paper	3/26 3/29
10	Child Welfare	• Chapter 10	• DB 6	4/5
11	Immigration	• Chapter 11	• DB 7	4/12
12	Politics & Social Welfare Policy	• Chapter 12	• ICA 7 • Quiz 4	4/16 4/19
13	Taking Action on Policy Practice	• Chapters 13 and 14	• ICA 8 • DB 8 • Quiz 5	4/23 4/26 4/26
14/15	Wrap Up	Wrap up	• ***SPA paper**	**4/30**
For additional university calendar dates, visit, https://w1.mtsu.edu/calendar_academic.php				

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WEB RESOURCES

- Grand Challenges for Social Work. (2024). https://grandchallengesforsocialwork.org/
- Influencing State Policy: http://statepolicy.org
- Issue Lab: http://www.issuelab.org/home
- National Association of Social Workers Advocacy:
https://www.socialworkers.org/Advocacy
- Search Congressional Legislation: http://thomas.loc.gov

SW 3000: Social Policy

Social Policy Analysis Paper

Semester   Year   Instructor:

Section #   Student's Name

Please assess student competency in the following area(s) using the rubric below. Remember to consider competency holistically, considering the application of knowledge, values, skills, and cognitive and affective processes (critical thinking, affective reactions, and exercise of judgment).

Levels of Assessment

Not proficient:	Not able to demonstrate basic competency.
Beginning:	Unable to demonstrate more than basic competency.
Competent:	Demonstrates basic competency.
Advanced:	Demonstrates more than basic competency.
Proficient:	Demonstrates ability to articulate and apply competency.

Competency 5: Engage in Policy Practice						
Behavior	Not proficient (0)	Beginning (1)	Competent (2)	Advanced (3)	Proficient (4)	Score
5.a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	☐	☐	☐	☐	☐	
5.b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	☐	☐	☐	☐	☐	
COMMENTS						