

**SOC/SW 262 SOCIAL WELFARE POLICIES AND PROGRAMS****Section I – Spring 2024****Tuesday & Thursday, 11 AM to 12:15 PM****In-Person in SCI A113****INSTRUCTOR:** Jess Bowers, MSW, CAPSW

Pronouns: she/her

**E-MAIL:** [jbowers@uwsp.edu](mailto:jbowers@uwsp.edu)**PHONE:** 715-346-2444**OFFICE:** SCI B339**COURSE Website in CANVAS:** Canvas login, support, and training opportunities are available at: [www.uwsp.edu/canvas](http://www.uwsp.edu/canvas)**OFFICE HOURS:** In Person (SCI B339) & Virtual Office Hours: Mon. & Wed. (Wed. virtual only), 10 AM- noon; Tues. and Thurs., 9-10:30 AMLink: <https://wisconsin-edu.zoom.us/j/4178117493>**REQUIRED TEXT:****Reisch, M. (2022). *Social Policy and Social Justice: Meeting the Challenges of a Diverse Society*, 4e. Cognella.**

**Please select one (1) of the following books to read and critique.** You will be required to submit our reflection papers on your selected book. The reaction paper assignments are outlined on page 8 in the syllabus.

**Cantú, Francisco. *The line becomes a river: Dispatches from the border* (2018).**

For Francisco Cantú, the border is in the blood: his mother, a park ranger and daughter of a Mexican immigrant, raised him in the scrublands of the Southwest. Haunted by the landscape of his youth, Cantú joins the Border Patrol. He and his partners are posted to remote regions crisscrossed by drug routes and smuggling corridors, where they learn to track other humans under blistering sun and through frigid nights. They haul in the dead and deliver to detention those they find alive. Cantú tries not to think where the stories go from there. Plagued by nightmares, he abandons the Patrol for civilian life. But when an immigrant friend travels to Mexico to visit his dying mother and does not return, Cantú discovers that the border has migrated with him, and now he must know the whole story. *The Line Becomes a River* makes urgent and personal the violence our border wreaks on both sides of the line.

**Desmond, Matthew. *Evicted: Poverty and profit in the American city* (2016).**

In Milwaukee, Desmond moved into a trailer park and then to a rooming house on the -poverty-stricken North Side and diligently took notes on the lives of people who pay 70 to 80 percent of their incomes for homes that, objectively speaking, are unfit for human habitation. He takes readers into the poorest neighborhoods of Milwaukee, where families spend most of their income on housing and where eviction has become routine—a vicious cycle that deepens our country's vast inequality. Based on years of embedded fieldwork and painstakingly gathered data, *Evicted* transforms our understanding of extreme poverty and economic exploitation while providing fresh ideas for solving a devastating, uniquely American problem.

**Elliott, Andrea. *Invisible Child: Poverty, survival, and hope in an American City* (2021).** *Invisible Child* follows eight dramatic years in the life of a girl whose imagination is as soaring as the skyscrapers near her Brooklyn shelter. In this sweeping narrative, Elliott weaves the story of Dasani's childhood with the history of her family, tracing the passage of their ancestors from slavery to the Great Migration north. As Dasani comes of age, the homeless crisis in New York City has exploded amid the deepening chasm between rich and poor. Dasani must guide her siblings through a city riddled by hunger, violence, drug addiction, homelessness, and the monitoring of child protection services. By turns heartbreaking and inspiring, *Invisible Child* tells an astonishing story about the power of resilience, the importance of family, and the cost of inequality. Based on nearly a decade of reporting, *Invisible Child* illuminates some of the most critical issues in contemporary America through the life of one remarkable girl.

**Kristof, Nicholas & WuDunn, Sheryl. *Tightrope: Americans reaching for hope*. (2020)** *Tightrope* draws us deep into an "other America." The authors tell this story, in part, through the lives of some of the children with whom Kristof grew up, in rural Yamhill, Oregon, an area that prospered for much of the twentieth century but has been devastated in the last few decades as blue-collar jobs disappeared. About one-quarter of the children on Kristof's old school bus died in adulthood from drugs, alcohol, suicide, or reckless accidents. And while these particular stories unfolded in one corner of the country, they are representative of many places the authors write about, ranging from the Dakotas and Oklahoma to New York and Virginia. But here too are stories about resurgence, among them: Annette Dove, who has devoted her life to helping the teenagers of Pine Bluff, Arkansas, as they navigate the chaotic reality of growing up poor; Daniel McDowell, of Baltimore, whose tale of opioid addiction and recovery suggests that there are viable ways to solve our nation's drug epidemic. Taken together, these accounts provide a picture of working-class families needlessly but profoundly damaged as a result of decades of policy mistakes.

**Press, Eyal. *Dirty Work: Essential jobs and the hidden toll of inequality in America*. (2021).** In *Dirty Work*, Eyal Press offers a paradigm-shifting view of the moral landscape of contemporary America through the stories of people who perform society's most ethically troubling jobs. As Press shows, we are increasingly shielded and distanced from an array of morally questionable activities that other, less privileged people perform in our name. *Dirty Work* examines a less familiar set of occupational hazards: psychological and emotional hardships such as stigma, shame, PTSD, and moral injury. These burdens fall disproportionately on low-income workers, undocumented immigrants, women, and people of color. Press reveals fundamental truths about the moral dimensions of work and the hidden costs of inequality in America.

#### **COURSE DESCRIPTION:**

This course introduces students to policy practice in public and private organizations and in community and legislative arenas. Students will learn to analyze social policy, understand policy implication, and research and analyze a policy for proposed change or implementation. This course will also emphasize the development and implementation of political strategy, policy formation, as well as the policy evaluation

in historical context of social welfare policies in the U.S., and the negotiation of policy changes.

### **COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES**

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

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

### **SOCIAL WORK PROGRAM ACADEMIC AND PROFESSIONAL EXPECTATIONS**

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as developing a plan for improvement or delaying participation in social work field.

SOCIAL WORK CORE VALUE	Students Demonstrate Values when they:
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> <li>• Use basic courtesy in interactions with others</li> <li>• Refrain from behaviors that interfere with the learning process</li> <li>• Speak and behave in ways that show respect for persons with individual differences or members of diverse communities</li> </ul>
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> <li>• Develop and maintain positive working relationships with others</li> <li>• Demonstrate respect for others</li> <li>• Engage in effective communication</li> <li>• Accept responsibility for own behavior</li> <li>• Use appropriate problem-solving and conflict resolution skills</li> </ul>
INTEGRITY	<ul style="list-style-type: none"> <li>• Complete their own work</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintain academic and professional honesty in all interactions</li> </ul>
COMPETENCE	<ul style="list-style-type: none"> <li>• Attend classes and meetings on time</li> <li>• Remain attentive in class and meetings</li> <li>• Participate in academic and professional learning activities</li> <li>• Read all assigned materials</li> <li>• Produce quality work</li> <li>• Submit work on time</li> <li>• Prepare for meetings, presentations, and exams</li> <li>• Respectfully give and receive feedback</li> </ul>
SERVICE	<ul style="list-style-type: none"> <li>• Engage in learning opportunities to strengthen professional development</li> <li>• Actively participate in service opportunities on campus and in the community</li> </ul>
SOCIAL JUSTICE	<ul style="list-style-type: none"> <li>• Recognize that discrimination and oppression exist</li> <li>• Acknowledge their own bias and privilege</li> <li>• Advocate for social, economic, and environmental change</li> <li>• Listen to and honor the voices of others</li> </ul>

### **COURSE OBJECTIVES:**

Students who successfully complete this course will be able to:

1. Understand that policies define the context within social service delivery systems from micro to macro levels. (Social Work Competency 5)
2. Analyze a specific social welfare policy to assess its effectiveness at combating social injustice and inequality (Competencies 1, 2, 3, 4, & 5).
3. Understand the value base of social policy practice, including value for diversity, and develop skills in cultural competence when analyzing policy (Competencies 2, 3, 5, 7, & 9).
4. Understand the value of and skills necessary to engage in political action and policy practice (Competencies 5, 6, 8 and 9).
5. Demonstrate the ability to utilize the results of evaluation and research to build understanding in policy effectiveness (Competencies 4, 5, & 9).
6. Understand and implement negotiation techniques to affect policy advocacy or changes in policy (Competency 5).

\*Changes in assignments and class schedule will be announced as far ahead of time as possible.

### **CLASS TOPICS AND ASSIGNMENTS**

#### **Week 1- (1/23/24 & 1/25/24)**

- Please review Syllabus and “Getting Started” Module in CANVAS
- Introductions
- Read Reisch text- Chapter One: US Policy in a Turbulent Environment p. 1-21
- Content Focus: Social Work Competencies 1, 5, & 9.

**Week 2- (1/30/24 & 2/1/24)**

- **Topic:** Politics and Policy Making
- Read: Read Reisch text- Chapter One: US Policy in a Turbulent Environment p. 21-35
- **Assignment: Choose and obtain supplemental book from list above and post your book selection in the discussion post by midnight on 2/1/24**
- Content Focus: Social Work Competencies 2, 3, & 5

**Week 3- (2/5/24 & 2/7/24)**

- **Topic:** Policy Making and Policy Evaluation
- Read: Read Reisch text- Chapter One: US Policy in a Turbulent Environment p. 32-48
- **In-class discussion of policy analysis project**
- **On 2/7/24- Class meets in CCC 307 in the computer lab**
- **Assignment: Complete Policy Analysis project survey by Thursday, 2/7/24**
- Content Focus: Social Work Competencies 3, 5, 7, and 9

**Week 4 (2/13/24 & 2/15/24)**

- **Topic:** History of Social Welfare Policy
- Read: Read Reisch text- Chapter Two: US Policy and Social Welfare: A Critical Historical Overview p. 55-78
- **Library Research Session: Class on 2/13/24 will meet at CCC 324 at 11 AM**
- **Assignment: Read from your chosen book:**
  - Cantú: p. 1-62
  - Desmond: Part 1: RENT
  - Elliott: Prologue, Parts I & II
  - Kristoff & WuDunn: p.1-72
  - Press: Introduction and Part I: Behind the Walls p.3-96
- **Assignment: Reaction paper I due by midnight on 2/15/24**
- Content Focus: Social Work Competencies 1, 3, and 5

**Week 5 (2/20/24 & 2/22/24)**

- **Topic:** History of Social Welfare Policy
- Read: Reisch text- Chapter Two: US Policy and Social Welfare: A Critical Historical Overview p. 78-102
- Content Focus: Social Work Competencies 1, 2, 3, and 4

**Week 6 (2/27/24 & 2/29/24)**

- **Topic:** Poverty and Policy Options for Society
- Read: Reisch text- Chapter Twelve: Poverty, Unemployment, and work: problem and policy options for a post pandemic society, p. 347-350, & 362-373
- **Assignment: Policy Analysis Paper I- Services, benefits, and eligibility paper- due by midnight on 2/29/24**
- Content Focus: Social Work Competencies 1, 3 and 5

**Week 7 (3/5/24 & 3/7/24)**

- **Topic:** TANF/W2

- **Read:** Reisch text- Chapter Thirteen: The End of Welfare? Repurposing Assistance and Leaving Families Behind, p. 379-395
- **Midterm Exam Review on 3/7/24**
- Content Focus: Social Work Competencies 2, 3, 5, 6, 7, & 9

### **Week 8 (3/12/24 & 3/14/24)**

- **Topic:** Social Insurance
- **Read:** Reisch text: Chapter Twelve: Poverty, Unemployment, and Work: problem and policy options for a post pandemic society 352-365
- **MIDTERM EXAM at 11 AM on 3/14/24-** No in-person class. Students will complete exam online in CANVAS under Quizzes.
- Content Focus: Social Work Competencies 3,4, 7, 8, and 9

### **Spring Break: 3/18/24-3/22/24**

### **Week 9 (3/26/24 & 3/28/24)**

- **Topic:** Social Security
- **Assignment: Read:** Reisch text: Chapter Eleven: Social Security: Purpose, Evolution, and Future Prospects, p.315-340
  - Cantú: p. 62-123
  - Desmond: Part 2: OUT
  - Elliott: Part III and Part IV
  - Kristof & WuDunn: p. 73-140
  - Press: Part II: Behind the Scenes
- **Assignment: Reaction Paper II Due by midnight on 3/28/24**
- Content Focus: Social Work Competencies 1, 2, 5, and 7

### **Week 10 (4/2/24 & 2/4/24)**

- **Topic:** Healthcare
- **Read:** Reisch text: Chapter seven: State and Federal Budget Basics for Social workers p. 226-244,
- Content Focus: Social Work Competencies 3, 5, 8 and 9

### **Week 11 (4/9/24 & 4/11/24)**

- **Topic:** Healthcare
- **Read:** Reisch text: Chapter fourteen: Health and Mental Health policy: Past, Present, and Future, p. 404-421
- **Assignment: Policy Analysis Paper II- Outcome Evaluation due by midnight on 4/11/24**
- Content Focus: Social Work Competencies 2, 3, 4, and 5

### **Week 12 (4/16/24 & 4/18/24)**

- **Topic:** Education and Employment
- **Read:** Reisch text: Chapter fifteen: Safety Net Programs and Services for Racial and Ethnic Minorities and Immigrant Families, p.434-445
- **Read:** chosen paperback book:
  - Cantú: p. 123-178
  - Desmond: Part 3: After

- Elliott: Part V
- Kristof & WuDunn: p.141-209
- Press: Part III: On the Kill Floors
- **Assignment: Reaction Paper III due by midnight on Thurs., 4/18/24**
- Content Focus: Social Work Competences 1, 2, 3, and 5

### **Week 13 (4/23/24 & 4/25/24)**

- Topic: Policy Advocacy
- Read: Reisch text: Chapter nine: State and Local Policy Advocacy, p. 265-283
- **Assignment: Policy Advocacy Assignment Due by midnight on 4/25/24**
- Content Focus: Social Work Competencies 1, 2, 6, 7 and 8

### **Week 14 (4/30/24 & 5/2/24)**

- Topic: Politics and the Future of Social Welfare Policy
- Read: Reisch text: Chapter ten: The Judiciary and Social Policy, p. 287-304
- **Read: chosen paperback book:**
  - Cantú: p. 178-247
  - Desmond: Epilogue: Home and Hope; About this Project
  - Elliott: Parts VI, VII, and afterward
  - Kristof & WuDunn: p. 210-270
  - Press: Part IV: The Metabolism of the Modern World & Epilogue, p.212-270
- **Assignment: Book Ending Reflection Assignment due by midnight on 5/2/24**

### **Week 15 (5/7/24 & 5/9/24)**

- **Topic:** Course wrap up
- **In Class Exam Review: 5/9/24**
- **Optional Assignment: Policy Advocacy Extra Credit due by midnight on 5/9/24**
- Content Focus: Social Work Competencies 3, 5, and 9

### **Week 16 (Finals Week)**

#### **FINAL EXAM – Monday, 5/13/24, 12:30-2:30 PM**

- The exam will be located on the home page in CANVAS in the first module labeled "Final Exam". On the day of the scheduled final, the exam will be unlocked at 12:30 PM and must be completed by 2:30 PM.

#### **EXAMS:**

Students will complete two online exams in the course of the semester.

- A **midterm exam (50 pts)** will be unlocked in CANVAS at 11 AM until 12:15 PM on **3/14/24**. Students will have 90 minutes to take this test.
- The **final exam (50 pts)** will be opened for a 2-hour period at our scheduled final exam time during finals week- **5/13/24 at 12:30-2:30 PM**.
- Questions will be multiple choice and true/false. Study guides are posted in Canvas to help students prepare. Additionally, an exam review will take place during weeks 7 and 15.

- Please note, students are unable close in and out of the exam, so they must be completed at one time.

### **ASSIGNMENT DETAIL:**

**SUPPLEMENTAL BOOK REACTION PAPERS:** (S. Work Competencies 3 and 5)  
**Several times in the course of the semester, you will submit two-page reaction papers on your chosen paperback book.** These should be submitted on the class Canvas website by midnight on **2/15, 3/28, & 4/18.**

Topic ideas may include (but are not limited to):

- What forms of oppression and discrimination are identified in your book? Does the book change your perspective on these issues?
- What barriers do the characters in the book experience to achieving social and economic equality?
- What suggestions do you have for policy development and/or changes that could improve the situations for the individuals in the book?
- What are your thoughts on the government's response to the social problems discussed in your book? **(20 points each)**

\*These papers should be written in APA format. Please do not simply summarize the chapters. I am interested in your perspective and reflection on the ideas presented in your book.

### **BOOK REFLECTION SCROLL (20 points: 15 pts for the slide; 5 pts for in class presentation)- Due 5/2/24**

For this assignment, students will be assigned to one google slide and edit it with text, photos, and/or other visuals that represent your final reflections and takeaways from your chosen book. On 5/2, we will use class time to scroll through the slides and students will take a couple of minutes to describe their google slide and visual representation of their takeaways.

Google slide link: [https://docs.google.com/presentation/d/1704rN8-rFZmoO\\_k\\_PRB1E54vql3OqamCLOudVFI9TRk/edit?usp=sharing](https://docs.google.com/presentation/d/1704rN8-rFZmoO_k_PRB1E54vql3OqamCLOudVFI9TRk/edit?usp=sharing)

### **POLICY ANALYSIS RESEARCH ASSIGNMENTS:** (Social Work Competencies 1, 2, 3, 5, and 9)

1. Students will complete the **Policy Analysis survey** to identify their policy selection by **2/8/24** (5 points). Students will use this specific policy for all associated policy research assignments.
2. **Policy Analysis Paper I- Services, Benefits, and Gaps (30 pts) Due 2/29/24:**
  - a. Examine Program Information provided through government and agency websites, brochures, social service agencies, etc.
  - b. Provide a brief history of the policy
  - c. Provide an overview and goals of the policy.



- d. Describe eligibility criteria and the clientele served.
- e. Outline the services and benefits provided.
- f. Use Headings to organize your paper; write in APA format. This paper should be approximately 3-4 pages in length in addition to the title and reference pages. Use a minimum of three sources for this paper.

3. **Policy Analysis Paper II- Evaluation (40 pts) Due 4/11/24**

- a. Describe your **personal perspective** on the policy. Use some of the questions below as a guide to your evaluation.
- b. Outcomes Evaluation
  - i. Are intended services being delivered to the intended persons?
  - ii. Are the outcome goals being achieved?
  - iii. Is the problem made better?
- c. Impact on Marginalized/Vulnerable populations:
  - i. Are there differences in outcomes for vulnerable or marginalized groups?
  - ii. Are there barriers to access the program/services for people with differing abilities, immigrant populations, Black, indigenous, or persons of color (BIPOC), LGBTQ persons, etc.?
- d. Strengths of the Policy
  - i. Are resources being used efficiently? Is the cost reasonable to the benefits?
  - ii. Is this policy doing its job at combating poverty and inequality? Other social problems?
- e. Policy Recommendations
  - i. How could the policy be improved? Would alternative approaches yield benefits at a lesser cost?
  - ii. What general recommendations or suggested changes to the policy would improve the outcomes?

\*\*Write this paper in APA format, use headings, and include a reference page. This paper should be approximately 4 pages in length. Use a minimum of 4 peer reviewed sources for this assignment.

4. **Policy Advocacy Assignment (25 pts.) Due 4/24/24**

Students will write a letter to the editor or a letter to a legislator advocating for policy change related to the specific social welfare policy you researched for the policy analysis assignments. You will submit your letter to CANVAS by midnight on 4/24. This assignment will be discussed during class, and examples will be provided. (25 points.)

Your letter will be evaluated on the following criteria:

- a. Did you clearly identify a social welfare policy issue?
- b. Were you concise and clear with your main ideas and points?
- c. Did you provide specific suggestions for improvement or change to this policy?
- d. Did you write in a professional manner with attention to grammar and punctuation? Your letter should be well written and articulate.

5. **EXTRA CREDIT**: Policy Advocacy Outreach (5 pts) Due 5/9/24

You will submit a screen shot, photo, or some other confirmation that your letter was sent to your legislator or publication.

### **COURSE POINTS**

Attendance	=	30 pts.
Discussion Post/Survey	=	10 pts
Reaction Papers	=	60 pts.
Book Reflection Scroll	=	20 pts
Policy Analysis Papers	=	115 pts.
Midterm Exam	=	50 pts.
Final Exam	=	50 pts.
Total		270 pts.

### **GRADING SCALE**

A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 & below

### **CLASS FORMAT:**

Classes will include lecture, discussion, media clips, individual and group exercises.

Reminders:

- Students are expected to attend class regularly and read all assignments before attending the class for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class. Please put laptops and cellphones away during class unless this is prearranged with the instructor.
- One participation point will be awarded per class during the semester based on attendance and participation.
- Occasionally this class will meet synchronously in Zoom (ex. During hazardous weather or other circumstances). Students will be alerted to this change as soon as possible and Zoom meetings will be scheduled in CANVAS and outlook.

### **CLASSROOM CULTURE:**

One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. There is an expectation that students will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups use the language that is presently acceptable to that group.
- When referring to people who have intellectual, cognitive, or emotional challenges, are homeless, etc. present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", undocumented immigrant or worker, etc.

**ATTENDANCE**: The knowledge and skills you will gain in this course highly depend on your participation in class learning activities. Because of that, I expect you to attend all class sessions unless you are ill or have a valid reason for missing. I plan to track

class attendance to help me understand how and when students are engaging in the course. If you are ill or have another valid reason for missing, please contact me by email in advance of the absence. If you are having any difficulties meeting the requirements for the course and are thinking about dropping, please reach out to me. I would like to have the chance to hear about what you are struggling with to see if there is a way to help you meet the outcomes of the course.

### **WRITING ASSIGNMENTS:**

- All assignments should be submitted in Canvas on or before their due date. All written assignments must adhere to APA guidelines. Students are responsible for obtaining guideline information. Please see the instructor if you need assistance in doing this.
- Papers will be graded on accuracy, breadth of content, and development of ideas, spelling, and grammar.
- Spelling and grammar should be checked. Please do not rely on spell and grammar check as your only editorial tools.
- When references are used, ALL references must appear in a reference list at the end of the paper in APA formatting. In text citations must be used when citing information from outside sources. Not citing sources will result in lost points. Any quotation, fact, or major idea taken from a book, article, or other source, must be cited within the text of your paper, as well as being included in your reference list at the end of the paper using APA formatting.
- All assignments are posted on assignment module of CANVAS, in the Syllabus, and in the course calendar.

### **LATE PAPERS/MISSED EXAMS/INCOMPLETES**

Students are expected to complete course work by the date that it is due. Students are responsible to contact me to negotiate for any alternate date and this must be done BEFORE THE DUE DATE. The same process is necessary to request an incomplete. If assignments are turned in late without an extension request, partial credit will be given. No late assignments will be accepted two weeks past their due date. Please attend office hours or arrange an appointment to discuss any assistance you may need.

### **LAND ACKNOWLEDGEMENT:**

We recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. As a university community, it is important to acknowledge and honor this ancestral Ho Chunk and Menomonee land and the sacred lands of all indigenous peoples.

### **INCLUSIVITY STATEMENT:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is

criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed UWSP's Safe Zone training on: 4/19/21.

### **CONFIDENTIALITY:**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them. Much of this class will be spent discussing situations that involve real people- clients, agency personnel, community members, and ourselves. It is important that students refrain from utilizing actual client names and other identifying information during the course of discussion, in presentations, and in correspondence with the instructor.

### **EQUAL ACCESS FOR STUDENTS WITH DISABILITIES:**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Location: 108 Collins Classroom Center (CCC), 1801 4th Ave.,  
Phone: 715-346-3365 • Email: drc@uwsp.edu

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science234 Collins Classroom Center (CCC), ext 3568	Academic and Career Advising Center, 209 Collins Classroom Center (CCC), Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553.  Health Care, Delzell Hall, ext. 4646

### **Other Campus Policies**

#### **FERPA:**

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

**Title IX:**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the Title IX page for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

**Clery Act:**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

**EMERGENCY PROCEDURES:**

- In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in the lobby of the DUC. Notify instructor or emergency command personnel of any missing individuals.
- In the event of an active shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.