A. Academic Division: Liberal Arts
B. Discipline: Human Services
C. Course Number and Title: HMSV2110 Poverty and Social Welfare
D. Course Coordinator: Christine Lynch, MSW, LSW
   Assistant Dean: Deb Hysell

Instructor Information:
- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

E. Credit Hours: 3
F. Prerequisites: ENGL1030
G. Syllabus Effective Date: Spring 2018
H. Textbook(s) Title:

   Getting Ahead in a Just-getting-by world: Building Your Resources
   - Authors: Philip DeVol
   - Copyright Year: 2013
   - Edition: Revised
   - ISBN: 9781934583692
I. Workbook(s) and/or Lab Manual: None
J. Course Description: Poverty and Social Welfare is a course providing students with an understanding of the relationship between poverty, discrimination, and economics. Students will gain a perspective of the institutional forces that impact the vulnerable populations of society. Student will learn the history behind the development of social welfare and social services in United States, as well as understand how social welfare policies affect the delivery of social services from a state and federal level. Student will show development in the areas of social services ideologies, values, and ethics.

Updated: 12/11/2017
K. College-Wide Learning Outcomes:

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
<td></td>
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<tr>
<td>Communication – Speech</td>
<td></td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td>Commentary, worksheets, tests throughout the semester – Intercultural Knowledge and Competence VALUE Rubric</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
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<tr>
<td>Information Literacy</td>
<td></td>
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<tr>
<td>Quantitative Literacy</td>
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</tbody>
</table>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the history and development of social welfare and of social services in the United States.</td>
<td>Reviewed in lecture and graded in exam.</td>
</tr>
<tr>
<td>2. Identify the role of current federal and state social policy in the delivery of social services.</td>
<td>Reviewed in lecture and graded in exam. Activity related to reading and interrupting the OAC vs. federal law.</td>
</tr>
<tr>
<td>3. Demonstrate knowledge and understanding of the ideologies, values and ethics that form the foundation of social services.</td>
<td>Review of the NOHS and NASW Ethical Standards. Ethical Dilemma activity, assignment, and exams.</td>
</tr>
<tr>
<td>4. Identify the financial, organizational and administrative structures that influence the delivery of social services.</td>
<td>Research paper and presentation; textbook activities, and exams</td>
</tr>
<tr>
<td>5. Demonstrate knowledge of the fields of practice and populations served in social services.</td>
<td>Research paper and Presentation; textbook activities, and exams</td>
</tr>
<tr>
<td>6. Identify and discuss forms and mechanisms of poverty, oppression and discrimination and how these impact social services.</td>
<td>Assessment tools- Research paper and Presentation; textbook activities, and exams.</td>
</tr>
<tr>
<td>7. Demonstrate an understanding of human diversity issues in the development and delivery of social services with emphasis on empowering at-risk and vulnerable populations.</td>
<td>Diversity activity, Research paper and Presentation; textbook activities, and exams.</td>
</tr>
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M. Topical Timeline (Subject to Change):

1. Definitions of poverty
2. Theories and causes of poverty
3. Issues and policies affecting attitudes toward poverty reduction
4. Demographic forces related to poverty
5. Socioeconomic factors that affect poverty
6. Resources according to socioeconomic status
7. Principles and skills to assist families in transitioning out of poverty
8. Skills, policies/procedures for communities in working to eliminate poverty

N. Course Assignments:

1. Class Discussions
2. Worksheets
3. Presentation
4. Report
5. Tests – a minimum of two exams during term; may include essay questions, and true/false and multiple choice.

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00–59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. Grading and Testing Guidelines:

a. Attendance/ Participation 10%
b. Midterm 20%
c. Final 20%
d. Presentation 15%
e. Report 15%
f. Worksheets/ In class exercises 10%
g. Assignments 10%

100%

Q. Examination Policy:

Missed exams can be rescheduled with proper documentation. Arrangements to make-up the exam will be made with instructor. Any missed exam should be completed within six weeks of the original exam date or prior to the end of the semester, whichever comes first.
Without proper documentation, situations will be evaluated on a case by case basis at the instructor’s discretion. Any late exam will receive a 10% deduction from the final test grade. Make-up exams to be scheduled with instructor based on instructor’s schedule.
Reports and assignments are due in class on the scheduled due date. Any reports/assignments turned in late will result in a 10% point reduction. No report will be accepted seven days past the original due date without proper validating documentation. Presentations are expected to be presented on the day scheduled. Any late presentation (with or without proper documentation) will receive a 10% reduction.

R. Class Attendance and Homework Make-Up Policy:

As college students, you are expected to attend class on a regular basis. If you have an emergency or other issue, please contact me (through email, Canvas, or phone) If you miss class, you are responsible for the topics discussed that day. This includes securing all handouts and completing assignments as scheduled.

Attendance and participation is worth 10% of final grade

S. Classroom Expectations:

a. Arrive on time
b. Be prepared
c. Be respectful of others in class during discussions and presentations
d. What happens in class, stays in class- confidentiality
e. Cell phones and other electronic devices must be on vibrate or off.
f. Use of laptops/ tablets will be allowed for recording notes and doing class-based research only.
g. Food and drinks will be allowed. Please be aware of smell, noise and distraction to others. Please use privilege on a limited basis.
h. Participate in group discussions and activities.

T. College Procedures/Policies:

Attendance Requirements: All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal though the Student Records Office in Kee Hall.

Student engagement requirements: Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be
administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.
In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall,. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.