



Course Syllabus

SW 401

Social Welfare Policy

Semester/Year

Credit Hours: 3

Faculty Information

First Last, MSSW, LCSW
 Professor of Social Work
 Location:

Office hours:
 Phone:

Best way to reach me

The best way to reach me is through email:

- Email address

Response time

You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

Prerequisites

Prerequisites for this course include SW 280 and PLS 201, and junior status.

Required Text & Other Materials

- Popple, P.R., & Leighninger, L. (2019) *The policy-based profession: An introduction to social welfare policy analysis for social workers (7th ed.)*. New York, NY: Pearson. ISBN-13: 978-0-13-479429-7 *[This text is also available in a digital format (Kindle edition) to read on your iPad, PC, Mac, Android tablet or Kindle Fire.]*
- Articles and videos as assigned.

- **Suggested:** Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010. ISBN: 978-1-4338-0562-2 [Spiral bound is recommended.]

Course Description

SW401 - Social Welfare Policy course includes current issues and problems of social welfare policy and programs within a historical context.

The purpose of social work education is to prepare competent and effective professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression and discrimination. **SW 401 Social Welfare Policy** has as its focus the study of past and current social policy. In this course, students apply critical thinking skills to the analysis of social policy and the ways in which social policies affect and have affected the well-being of client systems, both large and small. This study is grounded in the history and philosophy of social policy. It encourages the student to learn to think clearly about events in history that affect and have affected the formulation of such policies to evaluate questions of social and economic justice.

The student will undertake the study of major social policy initiatives in the 19th and 20th centuries to identify the forms and mechanisms of oppression and discrimination existing therein. The student will learn to analyze current policy within an historical context and will learn about the processes that influence policy.

Policy analysis will help the student to identify political and organizational processes affecting the principles of social and economic justice. The analysis of agency policy will enable the student to think critically about such policy and the way in which it affects justice issues of both large and small systems.

Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

Principal Instructional Techniques

Using assigned text readings, written assignments, journal readings and reports, films, and class discussion, the student will become aware of the relationship between the history of social policy and programs and current policy and programs and the history, mission and philosophy of the social work profession.

Online instructional methods may include:

- Online learning lessons.
- Individual consultations with instructor.

- Chat room discussion groups (chat feature).
- Threaded discussions (Discussion Board).
- Cooperative/collaborative learning activities designed by the instructor

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input checked="" type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input checked="" type="checkbox"/> Watching	<input type="checkbox"/> Other

Student Learning Objectives

SLO 1: Twitter Assignment: Demonstrate ethical and professional demeanor in behavior; appearance; and oral, written and electronic communication. Apply the NASW Code of Ethics as appropriate to context to guide professional judgment. (*Mastery*)

SLO 2: Twitter Assignment: Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level; engage in practices that advance social, economic, and environmental justice. (*Mastery*)

SLO 3: Comprehensive Policy Analysis: Use and translate research evidence to inform and improve practice, policy, and service delivery. (*Mastery*)

SLO 4: Comprehensive Policy Analysis: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (*Mastery*)

Course Requirements

Participation

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
Weekly	Comprehensive Assignment Steps (11 @ 5 pts each)	55
Week 1 & 2	Discussion Boards (2 @ 5pts each)	10
Week 3 - 11	Twitter Assignment	100
Week 13	Policy Practice PPT Presentation	70
Week 14	Comprehensive Assignment	100
Weekly	Quizzes (10 pts each)	130
Weekly	Chat and Attendance Participation	35

Note:

Only assignments turned in by the due date listed above will be eligible to receive *full credit*.

Assignments for Lessons ___ will NOT be accepted after _____

Assignments for Lessons ___ will NOT be accepted after _____

PowerPoint Assignment will NOT be accepted after _____ ***please note this is the Sunday before the presentations will be held on _____.

The Final Comprehensive assignment will NOT be accepted after _____.

Chats are held weekly, except on _____

Completion of Assignments

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ (day) from ___ (pm) to ___ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation**Description of Course Assignments**

Assignment	Description
Discussion Boards	The purpose of the discussion boards is to encourage you to read and understand the material in your textbook and how it applies to the social work profession. For each discussion board, you will be asked to choose one of the list of questions to answer in an original post to the discussion board (see course page and rubric for further details). Post your discussion board early in the week to provide the other students the opportunity to respond to your post. You will also be asked to respond to at least 2 other students throughout the week (see rubric for response expectations).

Quizzes	<p>The purpose of the quizzes is to encourage you to read and understand the material in your textbook. Quizzes will be multiple choice and will cover material discussed in the textbook. Quizzes will not be timed, but you will only have one attempt. Although you may use your textbook when taking quizzes, you are expected to review the material prior to taking quizzes.</p>
Twitter Assignment	<p>The purpose of this assignment is to identify forms and mechanisms of oppression and discrimination; advocate for human rights and social & economic justice; learn trending information about policies that either support or challenge basic human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education; meet/communicate with other professionals who share the same interests, and use social media as a form of professional communication and advocacy.</p> <p>Objective 1: Identify as a professional social worker and conduct one's self accordingly.</p> <p><i>Student Tasks</i></p> <p>Read about social media responsibility http://www.socialworktoday.com/archive/020911p8.shtml</p> <p>Write your own one-paragraph social media policy for how you plan to use Twitter as a professional social work tool, including examples of what you will and will not include in your tweets.</p> <p>Create a professional Twitter account (do not use an existing personal Twitter account).</p> <p>Make regular tweets that follow your defined policies.</p> <p>Objective 2: Advance human rights and social and economic justice.</p> <p><i>Student Tasks</i></p> <p>Follow the professional Twitter accounts of your classmates.</p> <p>Create a public list on Twitter about one or more social problems or marginalized groups (older adults, people of color, people with disabilities, etc.) and follow at least 10 different groups or organizations that promote human rights and social/economic justice related to your list. Tweet a reason why you included each group on your list.</p> <p>Make 3 tweets (not retweets) a week that explain, network, advocate, support, or promote social justice issues. At least one of those three must be an original tweet; at least two must be responses, of at least 30 characters each, to the tweets of your classmates. Tweets must be made on three separate days of the week; they cannot be made consecutively on one day.</p> <p>The following are <i>examples</i> of appropriate tweets. <u>You do not have to use all 10 examples; they are only provided to give you an idea of where to start.</u></p> <p>Read a journal article about an issue of diversity or social justice that is important to you. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person.</p> <p>Watch a documentary on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie's message and important facts from the movie.</p> <p>Share trending information about your topic area(s). Retweet something of interest that you received with your own personal comments added (of at least 30 characters).</p>

	<p>Post tweets with links to different newspaper articles about your topic area(s). Include a brief summary of at least 30 characters. Identify a policy issue of interest to you and tweet a question about it to the local, state or federal government agency responsible for implementing the policy.</p> <p>Read Dr. Frederic Reamer's article Developing a Social Media Ethics Policy . Write and post a tweet about the most important concept you learned from the article.</p> <p>After class, post a tweet with a question that you have about the class content.</p> <p>After class, post a tweet about a topic that was discussed that you found most relevant to your own personal or professional interests.</p> <p>Tweet an example of how social workers use Twitter to advocate for human rights and social justice and comment on its effectiveness, audience, etc.</p> <p>Related course objectives: SLO 1 & 2; (CSWE Competency 1 CAP & 3 CAP)</p>
<p>Comprehensive Assignment Policy Analysis Paper (Signature Assignment)</p>	<p>This assignment provides the opportunity to develop your research and writing skills, and to analyze an existing social welfare policy and its corresponding social problem. It's recommended that the student will first select a social problem that he/she is interested in learning more about, and then identify a federal (not state) social welfare policy that has been designed to address this social problem. For example, a focus on child abuse as a social problem might lead to examination of the Child Abuse Prevention & Treatment Act (1974). To receive credit for the course, this assignment must be completed.</p> <p>Submit a 15-25 page research paper (excluding the title, abstract, and references pages; double-spaced, conforming to APA 6th edition guidelines). You will turn in the paper a section at a time (Comprehensive Assignment Steps 1-11). I will grade each section, returning it to you with detailed feedback. Please edit and revise your paper based on this feedback. At the end of the semester, you will turn in your complete paper, which will be graded in its entirety (Comprehensive Assignment).</p> <p>Please turn in the segments of your paper as follows:</p> <ul style="list-style-type: none"> • Title page, abstract, reference page (with at least 8 sources). (Steps 1, 2 and 3) • Description of the social problem that necessitated the introduction of the policy, its scope, who is affected, etc. (3-5 pages) (Step 4) • Discuss values in terms of how the problem is understood from different perspectives and how proposed solutions are related to how the problem is understood. (2-3 pages) (Step 5) • Past efforts to address the problem (2-3 pages) (Step 6) • Political forces, strategies, and role of recipients in development of policy (2-3 pages) (Step 7) • Description of the policy in its current form (1-2 pages) (Step 8) • History of amendments (1-2 pages) (Step 9) • Effect on racial and ethnic groups (2-3 pages) (Step 10)

	<ul style="list-style-type: none"> • Analysis of efficacy of policy and recommendations (2-4 pages) (Step 11) <p>You can find a more detailed description of what should be in each section by referring to the individual steps found throughout the course page and, more specifically, to the grading rubric.</p> <p><u>Note: You are asked to use this framework to analyze an existing policy.</u></p> <p><u>APA Style</u> All papers must be written in APA style. Papers written in other styles will not be graded. I encourage you to use your APA Style Manual, 6th edition and the Purdue OWL website as resources.</p> <p><u>Quoting Sources</u> My preference is that you <u>do not use any quoted</u> material in your paper. All sources should be paraphrased (in your own words), citing your source, as appropriate.</p> <p><u>Spelling, grammar, syntax, etc.</u> These elements will be an important consideration in the grade that you earn. Papers must always be typed. Be sure to use the spell-check and grammar-check functions of your word processor.</p> <p><u>References</u> <u>Peer reviewed journals are the most acceptable sources of reference for papers.</u> The databases available at the library or online will give you the option to select only peer-reviewed journals in your searches for references. If you must use other sources such as newspapers, use them <i>very sparingly</i>. Books are only marginally acceptable as references, textbooks almost never acceptable. In APA style, you will find that sources are cited as References (not Works Cited), on the last page, alphabetically by author.</p> <p>Related course objective: SLO 3 & 4; (CSWE Competency 4 CAP & 5 S)</p>
Policy Practice PowerPoint Project	<p>The purpose of this assignment is to give you the opportunity to learn about the process of how proposed legislation becomes a law and the political forces involved. You will also have the opportunity to engage in policy practice by persuading your classmates to take action on behalf of the bill.</p> <p>Identify a bill or amendment (no resolutions) that advances social well-being and is being considered by your <i>state legislature</i>. You may want to identify more than one bill in case your first choice is killed early. You may want to choose a state bill that is related to your comprehensive assignment (paper).</p> <p>Interview at least one person who is committed to the bill (a stakeholder). This may be the bill's sponsor, a committee staff person, an aide to the legislator, a lobbyist, a state agency bureaucrat, a beneficiary of the bill, a</p>

	<p>community or state leader, etc. NOTE: Do not just email a list of the questions to someone and expect her/him to respond. Interview a real person, either face-to-face, Skype, or on the telephone.</p> <p>Use a variety of source-types such as academic research articles, news articles, interviews with stakeholders, government reports, etc.</p> <p>Create a PowerPoint presentation that discusses the issue below (no more than 10 slides) with a short, audio discussion accompanying each slide. You may use the following bullet points in your presentation, but please also refer to the grading rubric for this assignment.</p> <p>The presentation should last no more than 10 minutes. Upload your presentation to your Moodle course page and the Social Forum so that it can be viewed by the class. Include this information:</p> <ul style="list-style-type: none"> • Basic description of bill and its purpose (what problem does it address?) • What cultural values underpin the bill (family, work, self-reliance, etc.) and how the problem is understood? • Who is affected, directly and indirectly? In what way(s) will the bill affect social justice, oppression and discrimination issues? • Political pressure for/against the bill. • Role of service recipients in the development and/or passage of the bill. • Costs of implementation, who will implement, and timeframe • Analysis of the policy's development (see rubric) • Note: The final step of this assignment is to engage your classmates in supporting your bill, much as you would in actual policy practice. You may be as creative as you like. Consider asking them to identify their legislators, write a letter to the editor of a newspaper, create a petition on change.org, create a talking point on the signature to their email, etc.
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Grading Scale

90 - 100%	= A
80 - 89%	= B
70 - 79%	= C
60 - 69%	= D
< 60%	= F

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to

lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to “recover” lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections.

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

BSW Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.

- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any BSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course.

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

Sexual Assault

Sexual assault of college students, especially female students, is a significant problem. Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal reporting requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant's request regarding confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

Week 1

Read: Chapter 1 - The Policy-Based Profession

Write: Lesson 1 Discussion Board

CA Step 1: Two Social Problems and Policies Due (see rubric)

Quiz: Lesson 1 Quiz

Week 2

Read: Chapter 2 - Defining Social Welfare Policy
Chapter 3 - Social Welfare Policy Analysis

Write: Lesson 2 Discussion Board

CA Step 2: Cover Page and Abstract (see rubric)
Social Media Policy Due

Quiz: Lesson 2 Quiz

Week 3

Read: Chapter 4 - Policy Analysis from a Historical Perspective

Write: **CA Step 3: Reference Page (see rubric)**
Tweets

Quiz: Lesson 3 Quiz

Week 4

Read: Chapter 5 - Social/Economic Analysis

Write: **CA Step 4:** Introduction of the Social Problem (see rubric)
Tweets

Quiz: Lesson 4 Quiz

Week 5

Read: Chapter 6 - Fighting Poverty: Temporary Assistance to Needy Families

Write: **CA Step 5:** American Social Values/Understanding the Problem (see rubric)
Tweets

Quiz: Lesson 5 Quiz

Week 6

Read: Chapter 7 - Aging: Social Security as an Entitlement

Write: **CA Step 6:** Efforts to Address the Problem in American History (see rubric)
Tweets

Quiz: Lesson 6 Quiz

Week 7

Read: Chapter 8 - Mental Health and Substance Abuse

Write: **CA Step 7:** Political Forces and the Development of the Policy (see rubric)
Tweets

Quiz: Lesson 7 Quiz

Week 8

Read: Chapter 9 - Health

Write: **CA Step 8:** Detailed Description and Discussion of the Policy (see rubric)
Tweets

Quiz: Lesson 8 Quiz

Week 9

SEMESTER BREAK

Week 10

Read: Chapter 10 - Child Welfare: Family Preservation Policy

Write: **CA Step 9:** Description and Discussion of Amendments (see rubric)
Tweets

Quiz: Lesson 9 Quiz

Week 11

Read: Chapter 11 - Immigration

Write: **CA Step 10:** Effects on Racial and Minority Groups (see rubric)
Tweets

Quiz: Lesson 10 Quiz

Week 12

Read: Chapter 12 - Politics and Social Welfare Policy

Write: **CA Step 11:** Conclusion (see rubric)

Quiz: Lesson 11 Quiz

Week 13

Read: Chapter 13 - Taking Action: Policy Practice for Social Workers

Write: **Policy Practice PowerPoint**

Quiz: Lesson 12 Quiz

Week 14

Read: Chapter 14 - Conclusion

Write: **Comprehensive Assignment (Final) Paper**

Quiz: Lesson 13 Quiz

Week 15

Discuss: PowerPoint Presentation Discussion

Week 16

Discuss: Synchronous Twitter Discussion

Complete: Library Survey
Course Evaluation

Outcomes Assessment

<p>BU Educational Outcome #1 Student will demonstrate the ability to think critically, analyze information, and communicate effectively.</p>		
<p>CSWE Competency #1 Demonstrate Ethical and Professional Behavior</p>		
<p>Student Learning Outcome (SLO)</p>	<p>Method of Assessment</p>	<p>Level of Assessment</p>
<p>Demonstrate Ethical and Professional Behavior: Apply the NASW Code of Ethics as appropriate</p>	<p>Twitter Assignment</p>	<p>Mastery</p>

to context to guide professional judgment.		
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CSWE Competency #3
Advance Human Rights and Social, Economic, and Environmental Justice

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level; engage in practices that advance social, economic, and environmental justice.	Twitter Assignment	Mastery

CSWE Competency #4
Engage in Practice-Informed Research and Research-Informed Practice

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Use and translate research evidence to inform and improve practice, policy, and service delivery.	Comprehensive Policy Analysis Assignment	Mastery

CSWE Competency #5
Engage in Policy Practice

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Comprehensive Policy Analysis Assignment	Mastery

BU Educational Outcome #2
Student will attain competence in and apply a field of study in readiness for graduate school of a career in an appropriate field.

CSWE Competency #1

Demonstrate Ethical and Professional Behavior		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Demonstrate Ethical and Professional Behavior: Apply the NASW Code of Ethics as appropriate to context to guide professional judgment.	Twitter Assignment	Mastery
CSWE Competency #3 Advance Human Rights and Social, Economic, and Environmental Justice		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level; engage in practices that advance social, economic, and environmental justice.	Twitter Assignment	Mastery
CSWE Competency #4 Engage in Practice-Informed Research and Research-Informed Practice		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Use and translate research evidence to inform and improve practice, policy, and service delivery.	Comprehensive Policy Analysis Assignment	Mastery
CSWE Competency #5 Engage in Policy Practice		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Comprehensive Policy Analysis Assignment	Mastery

BU Educational Outcome #3
Student will possess the capacity to adapt to diverse environments.

CSWE Competency #5
Engage in Policy Practice

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Comprehensive Policy Analysis Assignment	Mastery

BU Educational Outcome #4
Student will understand and apply ethical standards in promoting justice and service to others.

CSWE Competency #1
Demonstrate Ethical and Professional Behavior

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Demonstrate Ethical and Professional Behavior: Apply the NASW Code of Ethics as appropriate to context to guide professional judgment.	Twitter Assignment	Mastery

CSWE Competency #3
Advance Human Rights and Social, Economic, and Environmental Justice

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Apply understanding of social, economic, and environmental justice	Twitter Assignment	Mastery

to advocate for human rights at the individual and systems level; engage in practices that advance social, economic, and environmental justice.		
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Discussion Board GRADING RUBRIC

SW 401 - Discussion Board	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Makes timely posts. (pts deducted for lateness)	Makes at least 1 original post in 300-350 words.	Makes 1 original post in 200-300 words.	Makes 1 original post in <200 words.	Does not make an original post.	
Timely responses to 2 other students on 2 separate days. (pts deducted for lateness)	Responds to at least 2 other students in at least 150 words for each post.	Responds to at least 1 student in 100-150 words for each post.	Responds to at least 1 other student in <100 words for each post.	Does not respond to another student or responds to 2+ students superficially.	
Knowledge	Demonstrates in-depth mastery of the material.	Demonstrates clear, accurate understanding of the material.	Demonstrates incomplete understanding of the material.	Does not demonstrate understanding of the material.	
Analysis	Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning.	Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning.	Considers the elements of the situation/topic in a concrete way.	Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . .").	
Grammar & Spelling	Virtually no errors.	1 or 2 minor errors that do not distract from the message.	2+ errors (assuming required length).	Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area.	

Grading Rubric: Comprehensive Policy Analysis Step 1

SW 401 - CA Step 1	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Content: Clearly identify the 2 social policies that you are interested in researching during the semester and the social problem each policy addresses. It should be between 150 and 250 words.	Content is clear, focused, polished, and ideas are connected seamlessly.	Adequately summarizes what the paper will be about.	Content lacks focus.	Content is missing.	
Mechanics (Grammar, spelling, punctuation)	Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.	Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.	Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.	Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.	
APA	Virtually all required items present and correct.	Most required items are present and correct. There are no more than 3-4 errors.	Some required items are present and/or presented correctly. There are multiple errors.	Virtually no items are presented correctly.	

Grading Rubric: Comprehensive Policy Analysis Step 2

SW 401 - CA Step 2	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
<p>Content: Cover page & abstract identifying your chosen social problem and policy. The abstract is a concise summary of the key points that you will be discussing. Includes the social problem and the policy that addresses it. Indicate what you will be discussing in your paper. It should be between 150 and 250 words.</p>	Content is clear, focused, polished, and ideas are connected seamlessly.	Adequately summarizes what the paper will be about.	Content lacks focus.	Content is missing.	
<p>Mechanics (Grammar, spelling, punctuation)</p>	Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.	Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.	Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.	Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.	
<p>APA</p>	Virtually all required items present and correct.	Most required items are present and correct. There are no more than 3-4 errors.	Some required items are present and/or presented correctly. There are multiple errors.	Virtually no items are presented correctly.	

Grading Rubric: Comprehensive Policy Analysis Step 3

SW 401 - CA Step 3	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Number of Sources	10+ References	8 References	7 References	<7 References	
Quality of Sources: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (Comp. 4 CAP)	All are extremely reputable (e.g., peer-reviewed academic journal, government reports, government websites.	Although some are from Exemplary list, some references have just adequate academic value e.g., newspapers, News magazines, news websites.	Although some are from the Exemplary or Competent list, some references have questionable academic value, e.g., nonprofit literature and websites, etc.	Majority of sources have virtually no academic value, e.g., personal opinion, anecdotal, group opinion, or individual/group that presents distorted information.	
Mechanics (Grammar, spelling, punctuation)	Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.	Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.	Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.	Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.	
APA	Virtually all required items present and correct.	Most required items are present and correct. There are no more than 3-4 errors.	Some required items are present and/or presented correctly. There are multiple errors.	Virtually no items are presented correctly.	

Grading Rubric: Comprehensive Policy Analysis Step 4

SW 401 - CA Step 4	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Content Introduce and discuss the social problem that is being addressed by this policy, the scope, who is affected (especially racial and ethnic groups) and in what way. What does research say about the cause of the problem? Identify at least 2 possible causes.	Social problem is thoroughly discussed and all criteria are discussed Ideas are arranged logically. They flow smoothly from one to another and are clearly linked to each other.	Social problem is clear. Discussion is relatively well articulated.	Social problem is implied, but not introduced clearly.	Social problem is inappropriate or absent. Paper is poorly written. The writing is not logically organized. Frequently, ideas fail to make sense together.	
Mechanics (Grammar, spelling, punctuation)	Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.	Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.	Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.	Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.	
APA	Virtually all required items present and correct.	Most required items are present and correct. There are no more than 3-4 errors.	Some required items are present and/or presented correctly. There are multiple errors.	Virtually no items are presented correctly.	

Grading Rubric: Comprehensive Policy Analysis Step 5

SW 401 - CA Step 5	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
<p>Content Discuss the American social values in terms of how the problem is understood. Discuss how vulnerable populations are affected by the problem and how it is defined. Discuss the cause(s) of the problem and how opinions over proposed solutions differ based on how the problem is understood.</p>	<p>Influence of social values is thoroughly discussed and all criteria are discussed logically. They flow smoothly from one to another and are clearly linked to each other.</p>	<p>Influence of values is clear. Discussion is relatively well articulated.</p>	<p>Influence of values is implied, but not introduced clearly.</p>	<p>Influence of values is missing. Paper is poorly written. The writing is not logically organized. Frequently, ideas fail to make sense together.</p>	
<p>Mechanics (Grammar, spelling, punctuation)</p>	<p>Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.</p>	<p>Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.</p>	<p>Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.</p>	<p>Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.</p>	
<p>APA</p>	<p>Virtually all required items present and correct.</p>	<p>Most required items are present and correct. There are no more than 3-4 errors.</p>	<p>Some required items are present and/or presented correctly. There are multiple errors.</p>	<p>Virtually no items are presented correctly.</p>	

Grading Rubric: Comprehensive Policy Analysis Step 6

SW 401 - CA Step 6	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
<p>Content Provide a chronological discussion of past efforts to address the problem, how efforts to address the problem have changed over time, and whether the current policy takes into account those efforts. Identify and discuss any demographic or shifts in public opinion that have influenced the history of this policy. Discuss if other countries faced with this same type of problem have dealt with it differently.</p>	<p>Historical background is thoroughly discussed and all criteria are discussed logically. They flow smoothly from one to another and are clearly linked to each other.</p>	<p>Historical background is clear. Discussion is relatively well articulated.</p>	<p>Historical background is implied, but not introduced clearly.</p>	<p>Historical background is inappropriate or absent. Paper is poorly written. The writing is not logically organized. Frequently, ideas fail to make sense together.</p>	
<p>Mechanics (Grammar, spelling, punctuation)</p>	<p>Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.</p>	<p>Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.</p>	<p>Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.</p>	<p>Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.</p>	
<p>APA</p>	<p>Virtually all required items present and correct.</p>	<p>Most required items are present and correct. There are no more than 3-4 errors.</p>	<p>Some required items are present and/or presented correctly. There are multiple errors.</p>	<p>Virtually no items are presented correctly.</p>	

Grading Rubric: Comprehensive Policy Analysis Step 7

SW 401 - CA Step 7	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Content Transition to the discussion of the social policy by describing the political forces that influenced the development of the policy and how political ideology is related to it. Describe the resources available to different groups and their ability to spend on support or opposition of the policy. Discuss the strategies used to get the policies passed. Describe In what ways the service recipients may have influenced the policy.	Social and political context is thoroughly discussed and all criteria are discussed logically. They flow smoothly from one to another and are clearly linked to each other.	Social and political context is clear. Discussion is relatively well articulated.	Social and political context is implied, but not introduced clearly.	Social and political context is inappropriate or absent. Paper is poorly written. The writing is not logically organized. Frequently, ideas fail to make sense together.	
Mechanics (Grammar, spelling, punctuation)	Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.	Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.	Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.	Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.	
APA	Virtually all required items present and correct.	Most required items are present and correct. There are no more than 3-4 errors.	Some required items are present and/or presented correctly. There are multiple errors.	Virtually no items are presented correctly.	

Grading Rubric: Comprehensive Policy Analysis Step 8

SW 401 - CA Step 8	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Content Introduces and describes the policy in its current form. Discusses the policy's goals and funding sources. Discusses who implements the policy, intended recipients and how it is evaluated.	Policy is thoroughly introduced and all criteria are discussed. Ideas are arranged logically. They flow smoothly from one to another and are clearly linked to each other.	Policy is clear. Discussion is relatively well articulated.	Policy is implied, but not introduced clearly.	Policy is inappropriate or absent. Paper is poorly written. The writing is not logically organized. Frequently, ideas fail to make sense together.	
Mechanics (Grammar, spelling, punctuation)	Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.	Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.	Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.	Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.	
APA	Virtually all required items present and correct.	Most required items are present and correct. There are no more than 3-4 errors.	Some required items are present and/or presented correctly. There are multiple errors.	Virtually no items are presented correctly.	

Grading Rubric: Comprehensive Policy Analysis Step 9

SW 401 - CA Step 9	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Content Discuss history of amendments.	Amendment information is thoroughly discussed and all criteria are discussed Ideas are arranged logically. They flow smoothly from one to another and are clearly linked to each other.	Amendment information is clear. Discussion is relatively well articulated.	Amendment information is implied, but not introduced clearly.	Amendment information is inappropriate or absent. Paper is poorly written. The writing is not logically organized. Frequently, ideas fail to make sense together.	
Mechanics (Grammar, spelling, punctuation)	Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.	Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.	Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.	Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.	
APA	Virtually all required items present and correct.	Most required items are present and correct. There are no more than 3-4 errors.	Some required items are present and/or presented correctly. There are multiple errors.	Virtually no items are presented correctly.	

Grading Rubric: Comprehensive Policy Analysis Step 10

SW 401 - CA Step 10	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
<p>Content Discuss the effect of the policy (intended and unintended) on racial and ethnic minority groups. Discuss to what extent the policy has contributed to a better quality of life for recipients and if it has contributed to greater social equality.</p>	<p>Topic is thoroughly discussed and all criteria are discussed. Ideas are arranged logically. They flow smoothly from one to another and are clearly linked to each other.</p>	<p>Topic is clear. Discussion is relatively well articulated.</p>	<p>Topic is implied, but not introduced clearly.</p>	<p>Topic is absent. Paper is poorly written. The writing is not logically organized. Frequently, ideas fail to make sense together.</p>	
<p>Mechanics (Grammar, spelling, punctuation)</p>	<p>Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.</p>	<p>Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.</p>	<p>Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.</p>	<p>Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.</p>	
<p>APA</p>	<p>Virtually all required items present and correct.</p>	<p>Most required items are present and correct. There are no more than 3-4 errors.</p>	<p>Some required items are present and/or presented correctly. There are multiple errors.</p>	<p>Virtually no items are presented correctly.</p>	

Grading Rubric: Comprehensive Policy Analysis Step 11

SW 401 - CA Step 11	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
<p>Content Discuss the efficacy of the policy. Discuss the goals, are they realistic and achievable? Do the goals contribute to social justice? Are the goals and implementation consistent with the values and ethics of the social work profession? Do the results of implementation justify its funding, and if not, what changes would you suggest? Overall, do you recommend this policy in its current form or would you suggest modifications?</p>	<p>Analysis and recommendations are thoroughly discussed and all criteria are arranged logically. They flow smoothly from one to another and are clearly linked to each other. Recommendations are supported by facts.</p>	<p>Analysis and recommendations are clear. Discussion is relatively well articulated. Recommendations are primarily supported by facts.</p>	<p>Analysis and recommendations are implied, but not introduced clearly.</p> <p>Recommendations may be based upon information not stated in the paper.</p>	<p>Analysis and recommendations are inappropriate or absent. Paper is poorly written. The writing is not logically organized. Frequently, ideas fail to make sense together. Recommendations may be based upon information not stated in the paper.</p>	
<p>Mechanics (Grammar, spelling, punctuation)</p>	<p>Virtually all mechanics are executed correctly. Overall, presents as polished, smooth, and professional.</p>	<p>Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.</p>	<p>Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.</p>	<p>Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.</p>	
<p>APA</p>	<p>Virtually all required items present and correct.</p>	<p>Most required items are present and correct. There are no more than 3-4 errors.</p>	<p>Some required items are present and/or presented correctly. There are multiple errors.</p>	<p>Virtually no items are presented correctly.</p>	

Grading Rubric: Policy Practice PPT Presentation

SW 401 - Policy Practice PPT Presentation	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Required elements: Identification and description Purpose of bill; Cultural values; Who will be affected; Political pressures; Role of service recipients; Implementation; Audio narration of slides; References.	30	Communicates all 9 of the required elements in-depth and beyond superficial facts. Able to answer questions comfortably and fully.	Communicates basic information about 8 of the required elements, primarily in the form of superficial facts.	Communicates 7 of the required elements	Communicates <7 of the required elements.	
Analyzes the Aspects of Policy Development: Evaluates information from more than one source type (empirical, stakeholders, practice wisdom, political, economic, etc.). Grasps complexity of issues beyond the superficial.	30	Integrates 5+ types of knowledge and recommends a course of action based on fully understanding the complexity of the issue.	Integrates 3 types of knowledge and recommends a course of action based on understanding the complexity of the issue.	Integrates 2 types of knowledge and recommends a course of action based on limited understanding of the complexity of the issue.	Uses 1 type of knowledge and recommends a course of action based on limited understanding of the complexity of the issue.	
Mechanics Clear, interesting to look at; Organized; Does not over use text; Uses graphics as appropriate; No spelling errors; Audio is clear; Speech has proper cadence; APA reference format.	20	Virtually all mechanics are executed correctly. Overall, presentation is polished, smooth, and professional.	Most mechanics are executed correctly. Contains a few minor errors that do not affect understanding of paper.	Some mechanics are executed correctly. The mechanical errors hinder the connection of ideas.	Virtually no mechanics are executed correctly. Mechanical errors are distracting with no structured flow of ideas.	
Engages Colleagues in Policy Action	20	Identifies creative, clear, realistic strategy to support bill, explains it on slide. Provides supportive material as needed (letters, emails, op-ed, etc.)	Identifies a strategy for peers to support the bill, but not the means, for them to follow through.	Discusses a strategy in general terms but doesn't identify specific actions to take.	Does not identify a strategy for peers to support the bill.	

Grading Rubric: Comprehensive Policy Analysis

SW 401 - Comprehensive Policy Analysis (Signature Assignment)	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Identifies social problem, possible causes and interventions to address the problem in society.	20	Excellent ability to describe social problem, multiple problems, interventions and impact on society.	Adequate identification of social problem, causes and interventions in society.	Limited reference to social problem, causes or interventions in society.	No reference to social problem, causes or interventions to address problem in society.	
Analyzes and formulates policies at various levels that impact well-being and service delivery. Analyzes contexts in which policy emerged and main dimensions of the policy. (Comp. 5 S)	40	Demonstrates excellent ability to analyze social policy, its impact, contexts, dimensions of the policy and societal impact.	Adequate discussion of policy analysis, impact, contexts and dimensions.	Minimal discussion of policy analysis, impact, contexts and dimensions.	Analysis of policy did not include impact, contexts and main dimensions.	
Analyzes effect of policy on racial/ethnic groups- advancement of human rights and social, economic, and environmental justice. (Comp. 5 CAP)	15	Provides excellent commentary on policy's effect on minority groups and/or the advancement of human rights/ justice issues, including historical context.	Adequate discussion of effect of policy on racial/ethnic groups or advancement of human rights/ justice issues.	Minimal discussion of effect of policy on racial/ethnic groups or the advancement of human rights/ justice issues.	Did not address effect of policy on racial/ethnic groups or the advancement of human rights/ justice issues.	
Proper use of source material and APA style of referencing.	15	Identifies and appraises multiple sources of knowledge regarding social policy. Demonstrates competency in APA style.	Sources for assignment were adequate and few errors in APA referencing.	Used minimal resources for assignment and incorrect use of APA style.	Use inappropriate sources for assignment and incorrect use of APA.	
Correct use of grammar, spelling, sentence structure, punctuation.	10	Good flow of information with no errors noted that affect an approximation to professional writing.	Mechanical errors are distraction, but do not confuse understanding.	Mechanical errors hinder the connection of ideas.	Many mechanical errors in paper, poor flow of information.	

Grading Rubric: Twitter Assignment

SW 401 - Twitter Assignment	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Participation 1 original tweet, 2 responses to classmates, 3 different days/week.	50	Exceeds the weekly requirement more than 80% of the time.	Generally, makes the required 3 weekly tweets, (24 tweets total) and on 3 separate days.	Meets requirement approximately 60%-80% of the time in terms of weekly posts and on separate days.	Meets the requirement less than 60% of the time.	
Demonstrates professional demeanor in behavior; appearance; and oral, written and electronic communication. (Comp. 1 S)	15	Demonstrates professional demeanor in behavior, appearance, and communication in terms of media policy and communication. Develops connections and maintains regular communication with professionals.	Demonstrates professional demeanor in behavior, appearance, and communication in terms of media policy and communication.	Most of the time demonstrates professional demeanor in behavior, appearance, and communication in terms of media policy and communication. Occasional lapses with inappropriate communication.	Does not demonstrate professional demeanor in behavior, appearance, and communication in terms of media policy and communication. Significant lapse with inappropriate communication.	
Makes ethical decisions by applying NASW Code of Ethics. (Comp. 1 V)	15	Exceptional original media use policy and refers to university's media use policy.	Develops adequate original media use policy and follows it.	Develops weak media use policy and/or does not follow the policy.	Does not develop an appropriate media use policy and/or does not follow the policy.	
Advances human rights and social & economic justice. (Comp. 3 CAP)	20	Exceptional effort to continuously discover, appraise, and attend to social justice issues, marginalized populations, scientific and technological developments, and emerging societal trends.	Adequate effort to continuously discover, appraise, and attend to social justice issues, marginalized populations, scientific and technological developments, and emerging societal trends.	Less than adequate effort to continuously discover, appraise, and attend to social justice issues, marginalized populations, scientific and technological developments, and emerging societal trends.	Little effort to continuously discover, appraise, and attend to social justice issues, marginalized populations, scientific and technological developments, and emerging societal trends.	