

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 323K	Instructor: Joy Learman, MSSW
Unique Number: 62360	Semester: Spring 2012
Class Time: Tuesday & Thursday 2:00 pm – 3:30 pm	Class Location: SSW 2.130
Office Hours: Tuesday 3:30 pm - 5:00 pm or by appointment	Office Location: 3.112 (Doctoral Office) Doctoral Lounge #: 512-475-8676
Instructor Contact Information: jlearnman@utexas.edu	

SOCIAL WELFARE PROGRAMS, POLICIES AND ISSUES

(Note: Course contains a substantial writing component)

STANDARDIZED COURSE DESCRIPTION

This course is the second course in the social policy curriculum area. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economics course, and admission to the social work major. This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions that influence policy development in the United States. Specific policy areas that are discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations-at-risk (e.g., children, people of color, people with disabilities, women, and members of the LGBT community) with a particular emphasis on social and economic justice. Students learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

STANDARDIZED COURSE OBJECTIVES

By the end of the course, the student will be able to:

1. Understand significant historical events and persons that influenced the field of social work and social welfare policy; (PB 25)
2. Analyze the connections between the history and contemporary structures of social policy; (PB 25)
3. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, sexual orientation, and age) have been addressed; (PB 25)
4. Apply conceptual frameworks for analyzing the development of social welfare policy; (PB 25)
5. Define key concepts in social welfare policy (e.g. universal, residual, public assistance, social insurance, cash, in-kind); (PB 25)
6. Understand the major policies that form the foundation of social welfare policy in the U.S.; (PB 25)
7. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable sub-groups; (PB 25)
8. Analyze the impact of social welfare policy in terms of social and economic justice and the promotion of social work values; (PB 25)
9. Discuss trends in comparative international social policy; (PB 25)
10. Understand roles social workers play in the formation of social policy and the effects of social policies on social work practice; (PB 25 and PB 26)
11. Exercise policy advocacy skills at the legislative and organizational levels. (PB 26)

ACCREDITATION

The University of Texas' School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be found in your Student Handbook.

EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PB25 Analyze, formulate, and advocate for policies that advance social well-being

Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

Assignments: quizzes, debate performance, and legislative analysis project

PB26 Collaborate with colleagues and clients for effective policy action

Objectives 10 and 11

Assignments: debate performance and legislative analysis project

WRITING FLAG COURSE

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will have the opportunity to revise a writing assignment, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. Course content will be geared to social work practice. The primary methods of instruction include: interactive lectures, reading assignments, class discussions, group exercises, and guest speakers.

REQUIRED TEXTS AND MATERIALS

Required Text

DiNitto, D.M. (2011). *Social Welfare: Politics and Public Policy* (7th Ed.). Boston: Allyn & Bacon.

Students are expected to stay abreast of current events, and thus add to class discussions, by viewing at least one national or international news source on a weekly basis. Recommended sources include, but are not limited to: BBC, CNN, Democracy Now!, network news (i.e., CBS, ABC and NBC), New York Times, NPR, US News and World Report and Washington Post.

All readings are expected to be completed before each class. The instructor reserves the right to assign additional readings to supplement the required text. Additional readings will be posted on Blackboard or distributed in class.

COURSE REQUIREMENTS

Your grade for this course will be based on: an active learning grade; four (4) quizzes; a debate performance; and a legislative analysis project (consisting of a policy proposal; a policy brief; an op-ed piece; and a policy testimony).

Students are strongly encouraged to attend all classes. In addition, students are encouraged to meet individually (as needed) with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet during office hours or by appointment.

Active Learning (10 points)

In addition to regular attendance, active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and engaging in class activities. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning process. Furthermore, as part of active participation in the class, each student is expected to stay abreast of current events and present discussion questions related to critical course material. The instructor will award active learning points based upon observation and, if necessary, discussion with the student.

Expectations:

- Regular class attendance. A student may miss two classes without penalty. For each additional class missed, two points will be deducted from their active learning grade. Students missing several classes will be asked to meet with the instructor to discuss their attendance.
- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing and both are necessary for an optimal learning experience.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Engage in the collaborative review and critique of fellow students' work
- Participate in a professional manner that includes respectfulness with regard to difference.
- Demonstrate understanding of current events and their relevance to course content.

Based on an on-going assessment throughout the semester.

Quizzes (20 points)

Students will be given five (5) quizzes throughout the semester. The quizzes will assess your understanding of course material. Thus, it is important for students to be thoroughly familiar with the readings and lecture material previously discussed in class. Students will be allowed to drop the lowest grade they receive for a total of four (4) quiz scores. Because of this drop policy, no make-up quizzes will be given.

Quizzes will be given on a random basis throughout the semester.

Debate Performance (10 points)

Effective debate skills are essential in policy advocacy. This experiential exercise will give you the opportunity to improve your debate skills. The class will be split into two teams and assigned to argue opposing sides of a current policy issue. The class will vote to select the policy issue to be debated. Each team will be responsible for researching their topic, building their argument, assigning team member roles and planning their debate performance. The instructor will prepare a list of questions that should be addressed by each debate team. Each team will assign its members to one of three roles: 1) offering an opening statement, 2) responding to questions provided by the instructor, or 3) giving a closing statement. Your performance will be rated by the opposing team, in conjunction with the instructor.

Due Date: 3/1

Legislative Analysis Project (60 points total)

The purpose of the legislative analysis project is to provide an opportunity to learn more about the legislative process and an important contemporary legislative issue of particular interest to the student. The project is also designed to develop skills in policy analysis, writing, and presenting that are critical to the profession of social work. **This project is worth 60% of the final grade. It will include: 1) a 1-paragraph policy proposal; 2) a 6-8 page (not including references) double-spaced policy brief; 3) a 750-word editorial that can be submitted to a newspaper(s); and 4) a brief (approximately 5 minute) class presentation in the form of a mock legislative testimony.**

This project involves selecting a social welfare policy bill introduced in a recent session of the Texas legislature or the U.S. Congress. Bill topics may include: child welfare, health care, public assistance, mental health services, services to people with disabilities, aging, immigration, LGBT rights, or other current social welfare policy issues. Students should identify legislators, organizations, groups, and committees that have worked on or are currently working on the policy issue of interest. Students should investigate the legislative history of the issue, become familiar with the bill and related proposals to introduce new legislation or modify existing legislation, seek the opinions of those with various views on the issue, and determine which groups and individuals (such as legislators, professional groups, citizen advocacy groups) are supportive of, opposed to, or neutral on the issue and why.

Policy Proposal (5 points):

Each student must submit a 1-paragraph summary describing the social welfare policy bill selected for their proposed legislative analysis project. Suggested topics will be discussed in class. Students may meet with the instructor to discuss topics and plans for the project. The instructor will provide feedback on the selected policy bill.

Due Date: 2/7

Policy Brief (30 points):

It may help to approach the 6-8 page policy brief as if you were working as an aide for a state legislator, a policy analyst for a social welfare agency (governmental or private) or advocacy organization concerned about social welfare policy (e.g., the National Association of Social Workers), or a staff member of a legislative committee. In any case, prepare a report to thoroughly familiarize your employer or others about the issue and help them decide what modifications, if any, are needed and why.

The policy brief should be preceded by a 1-page (maximum) **Executive Summary** summarizing each of the items listed below. The Executive Summary should be presented as the first page of the policy brief.

The policy brief should spend 5-7 pages covering the following broad topics and specifics to the extent they are relevant to the bill you selected:

- (a) **A brief introduction to the bill stating its importance for social welfare policy in Texas or the nation.**
The introduction should also include a brief statement of what you intend to accomplish in your paper. (*about 1 paragraph*)
- (b) **A description of the problem/issue that necessitated or preceded the bill.** What is the nature of the problem? How widespread is it? How many people are affected? Who (everyone? the poor? particular age groups?) is affected and how? What are the known or suspected causes of the problem? How will (or does) the policy address the problem? (*about 1-2 paragraphs*)
- (c) **The historical background of the bill.** What are the historical antecedents of the bill or policy? How much attention has this problem received historically? How has the problem been handled previously? What is the legislative history of the bill or policy? How has the policy response changed over time? What recent events led to the creation of the proposed policy? When and how did the most recently proposed policy originate in Texas? What are the policies of other states or countries regarding the problem/issue? (*about 1-2 paragraphs*)
- (d) **A thorough description of the policy.** How is the policy intended to work? What resources or opportunities is the policy expected to provide (e.g., economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, preventive services, education, other)? Who will be covered by the policy and how (e.g., selective entitlement, universal entitlement, means testing, other)? How will the policy be implemented? What are the policy's intended short- and long-term goals and intended outcomes? Under what administrative auspices will the policy be further developed and implemented? What funding is needed? What provisions are made for overseeing, evaluating, and coordinating policy implementation? What criteria will be used to determine the policy's outcomes and effectiveness? How long is the policy expected to exist (i.e., is there a specific requirement for review and continuation)? On what knowledge base or scientific

grounding, if any, does the policy rest? Is there empirical evidence that the policy may achieve its intended result? (about 1 ½ pages)

- (e) **Identification of individuals and groups concerned about the policy issue and their positions on the matter.** Each student is encouraged to interview concerned individuals and groups (including elected officials, legislative assistants, members of citizens' or advocacy groups, human service providers, consumer groups, and others) and to attend meetings of organizations, agencies, and committees where the issue is discussed. Do not simply list the individuals and groups concerned and their positions. Information gleaned from these activities, as well as your review of the literature, should be discussed in detail. What are their arguments for or against the bill? Are their arguments based on evidence? What biases color their views on this issue? (about 1 page)
- (f) **An analysis of the policy.** Parts f, g, and h are the heart of the paper and should comprise about half the length of the paper. Your analysis should utilize a policy analysis model studied in class. Address issues such as the value premises or ideological assumptions that underlie the policy. Are the goals just, democratic, and attainable? Do they contribute to a better quality of life for the target population by promoting social and economic justice, self-determination, self-realization, civil liberties or rights, empowerment, or other benefits, or do they adversely affect the quality of life of the target or other groups? The analysis should drive the way you use the model. The analysis should not be forced to fit the model. Depending on the bill and issue you have chosen, you may wish to rely on particular parts of the model and not others. (about 1 page)
- (g) **Your conclusions.** Based on your objective analysis, what conclusions have you reached about the proposed policy? Are the goals politically feasible (i.e., is there sufficient support to pass the proposed legislation or to sustain its implementation)? Is public sentiment favorable toward the goals? Are the goals of the proposed policy economically feasible (i.e., is sufficient funding available to implement the policy and is it likely that funding will be continued as needed in the future)? Are the goals administratively feasible (i.e., are there responsible administrative agencies capable of effectively implementing the policy to achieve its stated goals)? Are there alternative policies that might better achieve the goals? Is the policy important enough to justify the expenditure of scarce resources? (about 1-2 paragraphs to 1 page)
- (h) **Your recommendations.** What are your recommendations regarding the proposed policy? Do you recommend it as it is currently stated? Would you suggest modifications? How would you improve it? (about 1-2 paragraphs)
- (i) **Five or more scholarly references.** Include both theoretical and empirical scholarly references. Scholarly references should be recent (2001 to present). Be careful about dubious sources of information (e.g., non-scholarly references on the internet) for your information. You may ALSO include references from the popular literature (newspapers, magazines) but these do not substitute for the minimum of 5 scholarly references.

Please note: The policy brief should be a balanced, unbiased, critical evaluation of the policy issue or proposal, presenting accurate and fair empirical evidence, as well as the positions of proponents and opponents. No matter how strongly you feel about the policy issue, you are presenting an objective analysis to help others make informed decisions.

Draft Due Date: Students must exchange draft policy briefs with another student during class on 3/22.

Edits Due Date: Peer edits and comments are due back to the student during class on 3/27.

Final Due Date: 4/3

Op-Ed Piece (15 points):

An op-ed is a persuasive document meant to sway other's views on a policy or issue. Your op-ed piece should be based on your research for the policy brief and the conclusions you have drawn from it. The op-ed piece should be no longer than 750-words. To prepare to write the piece, you may want to study the op-ed page of newspapers such as the *Washington Post*, *New York Times*, *Houston Chronicle*, or *Austin American-Statesman*. If you decide to

submit your editorial to a newspaper, carefully follow the paper's instructions for submission. You can receive 5 extra points toward your final grade if you are successful.

Due Date: 4/17

Policy Testimony (10 points):

Make a 5-minute presentation to the class in the form of a mock legislative testimony. Take a minute or so to set the stage by explaining the bill, then use the remaining time to present your testimony. Further instructions for developing and presenting legislative testimony will be provided. Your performance will be rated by your fellow students, in conjunction with the instructor.

Due Date: 4/26 or 5/1 according to sign-up sheet

Please note: The op-ed piece and the policy testimony are meant to be persuasive. You have already reviewed the available evidence regarding your selected bill and have made an informed decision based on your commitment to social justice, as well as your ethical responsibility as a social worker to promote the social welfare of your clients. Now you must convince others of the wisdom of your policy perspective.

GRADING

Course Grades

Active Learning	10 pts.
Quizzes	20 pts.
Debate Performance	10 pts.
Legislative Analysis Project	
Policy Proposal	5 pts.
Policy Brief	30 pts.
Op-Ed Piece	15 pts.
Policy Testimony	10 pts.
Total	100 pts.

Grading Scale

Beginning in the Fall of 2009, UT adopted a +/- grading scale for undergraduate students. Grades will be assigned according to the cumulative number of points the student has earned on the required assignments. The grading scale for this course is as follows:

- 100 - 94 = A
- 93 - 90 = A-
- 89 - 87 = B+
- 86 - 84 = B
- 83 - 80 = B-
- 79 - 77 = C+
- 76 - 74 = C
- 73 - 70 = C-
- 69 - 67 = D+
- 66 - 64 = D
- 63 - 60 = D-
- 59 and below = F

COURSE SCHEDULE

Week	Date		Topic	Reading	Assignment Due
1	T	1/17	Introduction to policy	Syllabus	
	Th	1/19		Introduction	
2	T	1/24	Politics & the policy making process	Ch.1	
	Th	1/26			
3	T	1/31	Analyzing, implementing & evaluating policy	Ch.2	
	Th	2/2			
4	T	2/7	History of social welfare policy	Ch.3	Policy Proposal
	Th	2/9			
5	T	2/14	Poverty	Ch. 4	
	Th	2/16			
6	T	2/21	Social insurance	Ch. 5	
	Th	2/23			
7	T	2/28	Disability policy	Ch. 6	
	Th	3/1			Debate Performance
8	T	3/6	Helping families in need	Ch. 7	
	Th	3/8			
9	T	3/13	ENJOY SPRING BREAK!		
	Th	3/15			
10	T	3/20	Healthcare	Ch. 8	
	Th	3/22			Draft Policy Brief
11	T	3/27	Education & employment policy	Ch. 9	Peer Edits
	Th	3/29			
12	T	4/3	Social services	Ch. 10	Final Policy Brief
	Th	4/5			
13	T	4/10	Gender & sexual orientation	Ch. 11	
	Th	4/12			
14	T	4/17	Race, ethnicity & immigration	Ch. 12	Op-Ed Piece
	Th	4/19			
15	T	4/24	Providing testimony	TBA	
	Th	4/26			Policy Testimonies
16	T	5/1	Wrap-up & next steps		Policy Testimonies
	Th	5/3			

COURSE POLICIES

NASW Code of Ethics

Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are consistent with social work values.

Respectful Discussion

Active and scholarly discussions are expected and welcome. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to fellow class members and respect differences in values, opinions, and feelings.

Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's race, class, gender, sexual orientation, religion, age or ability. Covert acts of disrespect, such as excluding class members from discussions or activities, are also unacceptable.

Attendance and Participation

Students will receive ten points for active learning, including class attendance and participation. Students are expected to attend all classes, prepare for each session by reading the materials assigned for that date before coming to class, and participate in class discussions, exercises, etc. Attendance will be taken every class period and it is the student's responsibility to be sure to sign the class attendance sheet. A student may miss two classes without penalty. For each additional class missed, two points will be deducted from their active learning grade. Students missing several classes will be asked to meet with the instructor to discuss their attendance. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen emergency. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent.

Late Assignments

Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergency. In these extenuating circumstances, contact the instructor on the due date to discuss options for submitting the assignment. Otherwise, five percent per day (including weekends) will be deducted from the grade for each day the assignment is late.

Incompletes

Only in documented emergency situations will a grade of X (incomplete) be assigned for the course. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed. It is the student's responsibility to contact the instructor to make arrangements for an incomplete grade.

Requirements for All Written Assignments

The instructor will evaluate your writing on the basis of content, format, and writing style (organization, clarity, grammar, etc.). Assignments should be turned in without errors in spelling, punctuation, or grammar. All written assignments must be typed using Times New Roman 12 pt font, double-spaced, and formatted in accordance with the *Publication Manual of the American Psychological Association* (6th ed.).

You can access a copy of the APA manual from the library or from the LRC. If you would like to purchase a copy of the manual, you can do so on the APA website (<http://www.apastyle.org/products/>) or at local bookstores. If you are unfamiliar (or need a refresher) with APA style, you can also complete a free on-line tutorial:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at <http://uwc.utexas.edu/>. The instructor will also assist with the organization (not grammar) of your paper by appointment at least one week prior to the assignment due date.

Blackboard

The Blackboard site available for this class will be used for e-mail, announcements, course readings, grade postings and other functions. Class e-mail rosters are a component of these sites. Students who do not want their names included in these electronic rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see:

<http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>. Students that need support in using Blackboard can call the ITS Help Desk at 475-9400.

Course and Instructor Evaluation

Students will have two formal opportunities to evaluate the quality of the course and instruction. Mid-way through the course students will be asked to provide an anonymous evaluation about the first half of the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the format provided by the University. At any time during the course, students should feel free to contact the instructor to discuss the quality of the course and instruction and suggest changes that will facilitate their learning.

UNIVERSITY POLICIES

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Not all issues can be handled appropriately on email. Students that wish to discuss concerns about their performance, grades, an assignment, or other more complex matters need to attend the instructor’s office hours or make an appointment.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Electronics in Class

Turn off and put away your cell phones before class begins.

Online Sources of Policy Information

Sources of Legislation

Texas

- **Texas Legislation Online (www.capitol.state.tx.us)

National

- **THOMAS, Library of Congress (current bills) (thomas.loc.gov)
- Library of Congress (historical laws) (memory.loc.gov/ammem/help/constRedir.html)

Texas Sources of Information

- Center for Public Policy Priorities (www.cppp.org)
- Public Policy Foundation (www.texaspolicy.com)
- Texas Department of Aging and Disability Services (www.dads.state.tx.us)
- Texas Department of State Health Services (www.dshs.state.tx.us)
- Texas Health and Human Services Commission (www.hhsc.state.tx.us)

Government Sources of Information

- Bureau of Labor Statistics (www.bls.gov)
- Census Bureau (www.census.gov)
- Congressional Budget Office (www.cbo.gov)
- FedStats (www.fedstats.gov)
- Forum on Child and Family Statistics (www.childstats.gov)
- Social Statistics Briefing Room (www.clinton2.nara.gov/fsbr/ssbr.html)
- USA.GOV (www.usa.gov)

Government Departments

- Administration on Aging (www.aoa.gov)
- Administration for Children and Families (www.acf.hhs.gov)
- Agency for Health Care Research and Quality (www.ahrq.gov)
- Centers for Disease Control and Prevention (www.cdc.gov)
- Centers for Medicare and Medicaid Services (www.cms.hhs.gov)
- Executive Office of the President (www.whitehouse.gov)
- Health Care Financing Administration (www.hcfa.gov)
- Health Resources and Services Administration (www.hrsa.gov)
- National Institute of Alcohol Abuse and Alcoholism: (www.niaaa.nih.gov)
- National Institute of Drug Abuse (www.nida.nih.gov)
- National Institute of Mental Health (www.nimh.nih.gov)
- National Institutes of Health (www.nih.gov)
- Office of National Drug Control Policy (www.whitehousedrugpolicy.gov)
- Office on Violence Against Women (www.ovv.usdoj.gov)
- Policy Development & Research Information Service (www.huduser.org)
- Substance Abuse and Mental Health Services Administration (www.samhsa.gov)
- U.S. Congress, Legislative Branch (thomas.loc.gov/links)
- U.S. Department of Health & Human Services (www.hhs.gov)
- U.S. Department of Housing and Urban Development (www.hud.org)
- U.S. Food and Drug Administration (www.fda.gov)

Think Tanks and Advocacy Groups

- Annie E. Casey Foundation (www.aecf.org)
- The Brookings Institution (www.brookings.edu)
- The Cato Institute (www.cato.org)
- Center for Budget and Policy Priorities (www.cbpp.org)
- Center for Law and Social Policy (www.clasp.org)
- Center for Research on Child Well-being (www.crcw.princeton.edu)
- Center for the Study of Social Policy (www.cssp.org)
- Children's Defense Fund (www.childrensdefense.org)
- Food Research and Action Center (www.frac.org)
- Institute for Research on Poverty (www.irp.wisc.edu)
- Institute for Women's Policy Research (www.iwpr.org)
- Heritage Foundation (www.heritage.org)
- Joint Center for Poverty Research (www.jcpr.org)
- Manpower Demonstration Research Corporation (www.mdrc.org)
- Mathematica Policy Research (www.mathematica-mpr.com)
- National Alliance on Mental Illness (www.nami.org)
- National Center for Children in Poverty (www.nccp.org)
- National Law Center for Homelessness and Poverty (www.nlchp.org)
- Rand Drug Abuse Policy Research Center (www.rand.org)
- Substance Abuse Policy Research Program (www.saprp.org)
- The Urban Institute (www.urban.org)