COURSE PREREQUISITES
Undergraduate students enrolled in this course should have attained upperclassman status.

COURSE DESCRIPTION
This undergraduate social work course provides an introduction to domestic social welfare policy, the mechanics of policy-making, and the evaluation of policy programs. The class will focus on social welfare policy formation thorough an intersectionality or a focus on the role of race, gender, and class in the American policy social welfare policy-making. The class will include a focus on the international and national historical context of domestic social welfare policy formation and the resulting programs that form the American social welfare state. Social issues discussed include: poverty, discrimination, oppression, economic security, physical and mental health. This course represents the policy course required for social work majors.

COURSE GOALS
By the end of the course, students will be able to:

1. Understand the relationship between social issues, politics, and social welfare policy responses [2.1.3 critical thinking; 2.1.5 human rights and justice; 2.1.8 policy practice; 2.1.9 practice contexts]

2. Describe the basic elements of the policy-making process [2.1.8 policy practice]

3. Recognize and articulate current debates and alternative perspectives about social welfare policies [2.1.3 critical thinking; 2.1.6 research based practice; 2.1.8 policy practice]

4. Understand how individual and collective values, gender, gender orientation, and race interface with service delivery systems and policy responses [2.1.2 ethical practice; 2.1.3 critical thinking; 2.1.4 diversity in practice; 2.1.5 human rights and justice; 2.1.8 policy practice; 2.1.9 practice contexts]
5. Understand the historical aspects of poverty, definitions of poverty, and the relationship to current policy responses including income security programs [2.1.1 professional identity; 2.1.3 critical thinking; 2.1.4 diversity in practice; 2.1.5 human rights and justice; 2.1.8 policy practice; 2.1.9 practice contexts]

6. Understand strategies for evaluating policies [2.1.3 critical thinking; 2.1.5 human rights and justice; 2.1.6 research based practice; 2.1.8 policy practice]

**LEARNING ENVIRONMENT**

Students with physical, learning, psychological or other visible or non-visible disabilities wishing to request accommodations must register with the Accessibility Resource Center (ARC). If you have information in addition to the email from ARC which documents a learning disability, please arrange a meeting with me as soon as possible to discuss these accommodations.

Information regarding University policies related to: religious observances, academic conduct, complaint procedures, grade appeals procedures, sexual harassment policy, safety policies and other standing policies/procedures is available at the following website: https://catalog.uwm.edu/policies/undergraduate-policies/

**USE OF TECHNOLOGY IN CLASSROOM**

I come to class to help you learn, and I assume that you are here because you want to learn. Using a cell phone or laptop to talk, text, email or surf the web on non-course related matters is disrespectful to me and to your fellow students. Therefore, the use of cell phones and the use of laptops is prohibited in my class. If you need to use a laptop in my class, you are welcome to speak with me individually.

Specifically, the use of cell phones in class, for talking, texting or reading/writing email is prohibited. If you wish to place or receive a call you must leave the room or, if you wish to leave your cell phone on in “Silent” mode because of an ongoing emergency situation that you may need to respond to, please speak to me at the start of class to let me know.

Students using laptops during class for non-class related work is disrespectful to me and distracting to other students, in part because the temptation to take “just a second” to check email or web updates is hard to resist. If you feel that your learning will be hampered by not having access to your laptop for note-taking or other legitimate purposes, please speak to me. Otherwise, keep your laptop turned off and stowed away during class.
COURSE CONTENT

The course includes four parts:

1. Poverty: definitions (what does it mean to be "poor"); demography (who is poor and how has that changed over time?) and alternative explanations (racism, sexism, social change, economic organization, and public policy).

2. A review of the major income security programs in the US, with particular emphasis on the distinction between social insurance and means-tested programs and including a discussion of current policies in Wisconsin and at the national level.

3. Discussion of selected current issues in social welfare policy, featuring guest lectures by professionals involved in social welfare policy analysis and practice.

4. An introduction to alternative perspectives on the need for social welfare policy, the ethical responsibilities and values underlying a social work approach, and the scope and limitations of social welfare policy.

REQUIRED TEXTS, PODCASTS, and PRINTED READING MATERIALS

The primary sources for required readings and podcasts:


RECOMMENDED TEXTS


On-Library Reserve are the recommended texts

PODCASTS

- The Uncertain Hour: National Public Radio Episodes 1 -7
The Uncertain Hour is an immersive docu-pod that reveals the uncertainties of our economy today: who deserves what and why?

Host Krissy Clark dives deep into one topic each season, unpacking the things we take for granted as inevitable in our economy. Brought to you by the Marketplace® Wealth & Poverty Desk, the first season asks: 20 years after we "ended welfare as we know it" (1996) in the U.S., what is welfare today? Because sometimes the things we fight the most about are the things we know the least about.


- March 7, 2016  Introducing ‘The Uncertain Hour’ (3 minutes)
- April 28, 2016  SO1- 1: The Magic Bureaucrat (41 minutes)
- May 11, 2016  SO1- 2: White Gloves, aluminum cans, and plasma (34 minutes)
- May 26, 2016  SO1- 3: What’s love (styles) got to do with it? (34 minutes)
- June 9, 2016  SO1- 4: Everything but the kitchen sink (23 minutes)
- June 23, 2016  SO1- 5: Pregnant? We can help. (26 minutes)
- July 07, 2016  SO1- 6: The road not taken (43 minutes)
- August 17, 2016  SO1 – 7: The Album: “Work Makes The Difference” (14 minutes)

CANVAS COURSE WEBSITE
Class material will be available on the class website. In addition to the text of the syllabus, links to assigned readings, and related documents, the website will include:

- Announcements—class cancellations, new information, additional readings will be reported in this section.

**PLEASE NOTE:** No written assignments will be accepted as an email attachment. All assignments must be in a **WORD** format.

All written assignments are due no later that the date specified. No late work will be accepted without penalty. **Late assignments will be assessed a late day penalty of ½ grade each day.** Exceptions can be made if you are ill (with physician’s certification), have a family emergency (also with written proof), or are excused beforehand due to an officially documented conflicting activity for which your presence is essential.

EVALUATION of COMPETENCIES and PRACTICE BEHAVIORS: ASSIGNMENTS, GRADING, and METHODS.

Students are expected to:

- **Attend class weekly and read required material prior to the lecture class;**
- Attend and actively participate in class exercises and discussion sections;
- Regularly check your university email account and the course website for communication from the instructor;
• Turn all cell phones off during the class
• No laptops, unless approved
• Complete all assignments required for the lectures
• Complete three of the four scheduled exams
• Exams are generally comprised of true/false, multiple choice, and short answers.
• Complete all four of the scheduled quizzes

There will be four exams which includes the final comprehensive exam. All exams will cover lectures, assigned readings on CANVAS, documentaries, and guest lectures. Please note that you are only responsible for taking three of the four exams, and ONLY three exams taken will be included in your final grade. You cannot take all four exams and drop your lowest grade.

PARTICIPATION GRADE

Every student is assigned to a group. Every group is assigned a week to discuss the readings/podcast/film assigned for the week. When it is your week to discuss the readings, you are required to sit in the front row. If you have any anxiety with speaking in front of the class, please see me for an alternative assignment.

FINAL GRADES will be calculated as follows:
- Three Exams: (20% each) (50% total)
- Quizzes (10% total)
- Policy Research (NYT) (10% total) and a Written Essay: (20% total)
- Participation (10% total)

PLEASE NOTE: Grades will be available at minimum two weeks after the paper was submitted or the test was taken. Individual requests for paper grades or test scores cannot be fulfilled.

GRADING SCALE:
Overall, the following is the minimum grade guaranteed for each score:
- A: 94 percent or above;
- A-: 90-93%;
- B+: 86-89%;
- B: 83-85%;
- B-: 79-82%;
- C+: 76-78%;
- C: 73-75%;
- C-: 69-72%;
- D: 65-68%;
- F: Less than 65%.

Depending on the distribution of grades, the instructor may adjust the scale to require a lower percentage for a given grade.
STUDENT ASSISTANT

Name: Anya Sophia Nailen
Office Hours: By appointment on Mondays and Tuesdays (10am – 11am)
Office: Room 1068, Enderis Hall
Office Phone: 414-229-1163
E-mail: chesebro@uwm.edu

One of the primary jobs of the teaching assistant will be collecting your newspaper articles for policy research on social welfare topics which count as a part of your participation grade. The policiynews research participation grade counts for 10% of your total course grade.

We will evaluate your participation based on the following requirements:
Articles from the New York Times, Washington Post, and the Los Angeles Times are accepted. Each student will submit 4 articles regarding a social welfare policy issue. A list of accepted categories is on the CANVAS site. Articles must have been published in the past week (for example, an article submitted on September 14th must have been published between September 6th and September 12th). A maximum of one article per student will be accepted per week.

Please be sure to put your name on the submitted article. The articles must be turned in during class time by the student who collected it. Articles turned in to the SA mailbox will not be accepted, nor will articles that are not from the New York Times newspaper.

Reminder: You cannot submit all four articles at one time. The last date that we will accept a submission of a newspaper assignment will be April 30, 2019.

The New York Times, Washington Post, Los Angeles Times can be accessed on line at: http://www.nytimes.com/ Some of the previously mentioned newspapers are available at the UWM Library (Basement Level on the West side) in the current periodicals section, city libraries, newsstands, and selective coffee shops.

SUPPLEMENTAL INSTRUCTION (SI) (NWQ 1932)
Supplemental Instruction: Panther Academic Support Services (PASS) offers Supplemental Instruction (SI) review sessions for Social Work 206. Your SI leader will attend class and
conduct 4 review sessions each week in NWQ ROOM 1935. Also, you can get personalized tutoring on 2 days. She is also available for appointments, walk in times, and online to discuss your questions. In review sessions you will work together to master course content, better prepare for class, and study for exams.

SI Leader: **Briana Furrer**
Email: bjfurrer@uwm.edu

**Appointment Availability:**
Monday - SI at 1 pm and Tutor at 2 pm
Tuesday - Lecture and SI at 3 pm
Wednesday - Tutor at 1 pm and SI at 2 pm
Thursday - SI at 1 pm

**PLAGARISM**
Plagiarism is presenting another person's words or ideas as your own. In academic writing, any time you use a work's information or ideas, credit must be given to your source. The only exception to this rule is that commonly known facts do not require attribution. Plagiarism includes not only the presentation of other's original ideas as your own, but the act of weakly paraphrasing another's writing style and passing it off as your own prose. **Plagiarism is a serious instance of misconduct. Several professional careers have been ruined by the discovery of an act of plagiarism.** As a general rule and whenever in doubt, it is always better to include a citation rather than risk the appearance of plagiarism. Please see the UWM Libraries guide **Avoiding Plagiarism** for more information at [http://www.uwm.edu/Libraries/guides/style/plagiarism.html](http://www.uwm.edu/Libraries/guides/style/plagiarism.html).

**MAKE-UP POLICY**
If a schedule conflict, illness, or other event prevents you from taking an exam, you are expected to contact the instructor immediately (e-mail is most reliable).

**GRADING POLICY (IN CLASS APPEAL)**
Procedure if you wish to dispute a grade.
1. Explain why you feel the grade is inappropriate. If you dispute a substantive point, document your point of view citing the text, reading, or lecture. If you interpreted the question differently from the way it was intended, explain your interpretation and why your answer is correct given that interpretation.
2. Explain what you believe would be a fair grade.
3. Explain your circumstances in one week after the grade is provided.

LEARNING ENVIRONMENT
Students may utilize the Helen Bader School of Social Welfare, student computer laboratory on the 10th floor while registered for this or any other social work course. Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedures, grade appeals procedures, sexual harassment policy, safety policies and other standing policies/procedures is available in the Social Work Student Handbook and at the reception desk for the School of Social Welfare, 11th floor Enderis Hall.

UNIVERSITY POLICIES:
The University of Wisconsin-Milwaukee has developed policies related to a variety of areas that are pertinent to the success of a students’ academic career. The Secretary of the University Web site (http://www4.uwm.edu/secu/facdocs/1895B.pdf) describes the following University policies on:

- Students with disabilities
- Religious observances
- Students called to active military duty
- Discriminatory conduct:
- Academic Misconduct:
- Complaint procedures:
- Grade Appeal procedures.
- Drop/Withdrawal/Repeat Policies
- Dealing with Stress (contact Norris Health Center, 414-229-4716)

FINAL EXAM
The comprehensive final exam will be offered on May 15th from 10 am to 12 noon as shown in the University Timetable.

CLASS SCHEDULE AND ASSIGNMENTS:
Generally, reading assignments are from the required text (Iceland), and from the CANVAS website. Additional reading materials may be assigned as the subject becomes relevant and timely. You are expected to read the material before class. It will be part of our weekly discussion. The class web site syllabus will be updated regularly to include links to any additional readings.

*Guest Lecturer: Albert Holmes, CEO for My Fathers House (TBD)

Week 1
January 22, 2019
(GROUP 9)
TED TALK: Poverty isn’t a lack of character, it’s a lack of cash
Rutger Bregman

Course Overview and Introduction to Social Welfare Policy
Discussion of Syllabus and Class Expectations

Defining Policymaking, Poverty, and Inequality
What is a social problem?
Basic Civics
• Who and How makes the laws in the United States?
  ○ an executive order or law.

Administrative Rules (HHS) https://www.hhs.gov/about/agencies/orgchart/index.html

What is social welfare policy and why is it so complex?

Required Reading:

Recommended Reading


Week 2
January 29, 2019
*Guest Lecturer: Linda Kopecky, Head Research Services – UWM Libraries
(GROUP 7)
Structure of the Welfare State and POLICYMAKERS
Ways of understanding the welfare state
• How do we think about the welfare state?
• Influences on U.S. social policy development
• Blocks Grants vs Categorical funding of Social Welfare Programs

Policymaking power and agenda setting
• What is the role of problem formulation in social welfare policy?
• What is the policymaking process?
• Why do some issues move up the agenda while others languish?

A Snapshot of Social Mobility in America
Is America Dreaming? Understanding Social Mobility (youtube)
Richard Reeves
Brookings Institute, Center on Children and Families (August, 2014)

*What role does race play in the context of poverty and inequality?

**Required Reading:**


**Recommended Reading:**
Budgetary Decision-Making in Congress. Congressional Record Service IN FOCUS (November 29, 2018) #IF11032

Lifting the Earmark Moratorium: Frequently Asked Questions. Congressional Record Service (November 1, 2018) #R45429

Social Services Block Grant. Congressional Record Service IN FOCUS (December 10, 2018) #IF10115

7 questions about block grants
http://www.vox.com/2014/7/25/5930699/block-grants-explained

Week 3
February 5, 2019
(GROUP 6)

Values, Ideology, and Policymaking
How does our history influence our policy conversation?
- Who are we as a nation?
- On-going struggle about the size, role, and proper functions of government.

**Required Reading:**


Recommended Reading:


Week 4
February 12, 2019
(GROUP 2)
The Freedman’s Bureau and Current Income Supports

Required Materials:


Podcast: An Uncertain Hour (National Public Radio)
Listen: Introducing ‘The Uncertain Hour’ and (01) “The Magic Bureaucrat”
Total: 44 minutes and 27 seconds

Recommended Reading:

QUIZ ONE (online) February 14 – February 18
February 18, 2019: Last Day to Drop full-term courses without “W” on record

Week 5
February 19, 2019
(GROUP 5)
Theories of Poverty
Why are the Poor, Poor?

Understanding the rationale for how policy framers explain poverty is pivotal. We will examine the major theories suggesting explanations for observed poverty. Synthesizing the theories and data will help us to come to our own understanding and, therefore, be in a position to thoughtfully view current policy options.

The discipline of the market, family, and institutions to cause “good behavior”
- Belief: Individual explanations for observed poverty
- Belief: The market place is essentially sound, individual skill building or opportunity is needed
- Belief: Demographic changes, labor market dislocations and neighborhood context have become increasingly important (underclass debate)

Structural forces drive poverty and inequality
- Belief: Structural inequities (discrimination, entrenched corporate power, strength of labor) drive poverty and inequality and the conditions will not be ameliorated without structural change.
- Belief: Individual change does not target that which must be changed and therefore, will never alter this fundamental dynamic.

Readings:


EXAM ONE — February 22 - 25 (online) CANVAS site

Week 6
February 26, 2019
(GROUP 3)
HBO Documentary: Paycheck to Paycheck: The Life and Times of Katrina Gilbert
(in class)

Poverty Defined
Questions related to the topic:
What groups are most likely to be poor?
Have trends changed over time?
Are there particular lifecycle stages that are particularly vulnerable to poverty?

What does it mean to be “poor” in America?
How is poverty defined?
How do we measure poverty?
How do other similar nations measure poverty?
Who is poor?

Frequently Asked Questions about Poverty
http://aspe.hhs.gov/poverty/faq.shtml
- Who was poor in 2016? (updated information available late September)
- Poverty Thresholds and Poverty Guidelines
  poverty thresholds are used for administrative purposes.
  poverty guidelines are used for determining financial eligibility for certain federal programs.
    http://aspe.hhs.gov/poverty/papers/hptgssiv.htm
- Key Terms and Definitions
  https://irp.wisc.edu/faqs/faq2.htm

Supplemental Poverty Measurement

Wisconsin Poverty Report: A Short Summary (June, 2016)

Required Readings:


Week 7
March 5, 2019
(GROUP 8)

The U.S. Safety Net: What We Provide and For Whom?

This section of the class will examine the development of major social welfare policies and how the circumstances surrounding their creation; macroeconomic, political as well as social factors influence the resulting policy. We will focus on the legislative goals, the major provisions of the policy as how well the policy met its intended goal.

The term Social Safety Net is also used in a broader context to mean any program that provides benefits to individuals or families. This broad definition includes Social Security, Medicare and Unemployment. In this context the Social Safety Net is made up of both contributory and non-contributory Programs. In order to receive Social Security and Medicare, Americans must pay into the programs for years. This is also partially true with unemployment but with the extension of benefits in recent years the program is now in large part non-contributory.

http://federalsafetynet.com/safety-net-programs.html

To understand our social welfare state requires being able to answer some core questions about any program. This will enable you to “get your head around” a particular program quickly by asking the most useful questions:

- Who does the program serve?
- How is the program funded?
- How is the program administered?
- What are the income or asset tests to determine eligibility?

Categories of social safety-net programs:

**Universal or entitlement programs:** Social Security, Medicare, Unemployment Insurance, Workmen’s Compensation.

**Means-tested cash programs:** Temporary Assistance for Needy Families (TANF); Supplemental Security Income (SSI); Earned Income Tax Credit (EITC); Means-tested, “near cash” or in-kind benefits: Supplemental Nutrition Assistance Program (formerly known as Food Stamps), Women, Infants, and Children (WIC program), Medicaid, and Head Start

House Committee on Ways and Means
Chairman Nancy Pelosi (D-CA)
The Committee on Ways and Means is the oldest committee of the United States Congress, and is the chief tax-writing committee in the House of Representatives. The Committee derives a large share of its jurisdiction from Article I, Section VII of the U.S. Constitution which declares, “All Bills for raising Revenue shall originate in the House of Representatives.”

Revenue-related aspects of the Social Security system, Medicare, and social services programs have come within Ways and Means purview in the 20th century.

**Required Reading:**


**Listen Podcasts:**
(04): Everything but the kitchen sink (23 minutes)
(05): Pregnant? We can help. (26 minutes)

**Recommended Reading:**


**Week 8**
March 12, 2019
(GROUP 12)

**The U.S. Safety Net: What We Provide and For Whom?**

**Social Insurance or Entitlement Programs:**
- Old Age, Survivors, and Disability Insurance (OASDI)
- Medicare
- Unemployment Insurance
- Affordable Care Act

**Guest Lecturer:** Caroline B. Gomez-Tim, MSW, Navigator Program Manager. (Tentative)
Required Readings:


Patient Protection and Affordable Care Act (ACA): Resources and Frequently Asked Questions Washington, D.C.: Congressional Research Service (December 6, 2018) #R43215


Recommended Readings:

Background Readings:
Will Social Security Still Be There?
National Academy of Social Insurance (August, 2015)*

Social Security Finances: Findings of the 2018 Trustees Report
Social Security Brief No. 45
National Academy of Social Insurance
(July, 2018)
https://www.nasi.org/sites/default/files/research/Academy%20Trustees%20Report%202018_Final.pdf

Medicare
Medicare Finances: Findings of the 2014 Trustees Report
Health Policy Brief, No. 11
National Academy of Social Insurance
(July, 2014)

Unemployment Insurance
The Current State of Unemployment Insurance: Challenges and Prospects
Unemployment Insurance Brief, No. 3
National Academy of Social Insurance
(April, 2016)
SPRING BREAK – March 17 – 23, 2019

Week 9
March 26, 2019
(GROUP 10)

The U.S. Safety Net: What We Provide and For Whom?
The “Deserving Poor” Program: Supplemental Security Insurance (SSI) and Social Security Disability Insurance (SSDI)

Required Readings:


Recommended Reading:

QUIZ TWO (online) March 29 – April 1, 2018

Week 10
April 2, 2019
(GROUP 1)

The U.S. Safety Net: What We Provide and For Whom?
Public Assistance or Residual Programs

Public Assistance or Residual Programs:
- Temporary Assistance to Needy Families (*not an antipoverty program)
- Medicaid
- Supplemental Nutrition Assistance Program
- Earned Income Tax Program (*not an antipoverty program)

Required Materials:


Listen Podcast
(06): The Road Not Taken (43 minutes)
(07): The Album: “Work Makes The Difference” (14 minutes)

Recommended Reading:

Medicaid Primer IN FOCUS Washington, D.C.: Congressional Research Service (November 21, 2018) #IF10322


Week 11
April 9, 2019* no class
The U.S. Safety Net: What We Provide and For Whom?
Public Assistance or Residual Programs

Required Material:
Documentary: In this Affluent Society: America’s War on Poverty (PBS) produced by Henry Hampton (1995) Total time: 75 minutes (online)


Recommended Reading:


Aussenberg, Randy Alison. Supplemental Nutrition Assistance Program: Errors and Fraud. IN FOCUS Washington, D.C.: Congressional Research Service (September 24, 2018) #IF10860

Online Study Session: TBD
EXAM TWO (online) Friday, April 12 – Sunday, April 15

Week 12
April 16, 2019
(GROUP 13)

The U.S. Safety Net: What We Provide and For Whom?
Child Welfare
Some children are forced to cope with upheaval and problems at home, such as abuse and neglect. Even in the United States, one of the most advanced countries in the world, some children still want for even the most basic of necessities, including food, shelter, health care, and appropriate clothing. Child welfare social work is a field of social work that involves making sure children’s needs are taken care of. First and foremost, professionals in this field should keep the best interests of all children in mind.

Required Readings:

Recommended Reading:

Week 13 (GROUP 4)
April 23, 2019
The U.S. Safety Net: What We Provide and For Whom?
Child Support
Child Support Enforcement (OCSE)
The child support program was established in 1975
Reason it was Formed
Congress began the child support program to reimburse benefits paid by the government’s
welfare programs. Congress changed the program in 1996 as part of the new welfare reform laws to expand the role of technology and ensure children receive more of the support paid by their parents. Today, the child support program has emerged as a family support program providing significant income for vulnerable families. (Office of Child Support Enforcement definition, 2015)

**Required Readings:**


**QUIZ THREE** (online) April 26th – April 29th

Week 14 (GROUPS 11)
April 30, 2019
Evaluating Social Welfare Programs and Wrap - up
How do we know if the programs/policies are effective?

**Required Reading:**

**QUIZ FOUR** (online) May 3 – May 6

Week 15
May 7, 2019
EXAM 3 (in-class) REQUIRED

**Final Exam:** May 15, 2018 at 10:00 am. (online)

**Recommendations and Specific Instructions for Taking On-line Quizzes and Exams**

Once you start a quiz, you will have at minimum 20 minutes to complete it; you may be given more than one attempt for each quiz and you will get your highest quiz score. You will have at
minimum 2 hours to complete an exam and you will get only one shot at each exam. It is
ing important that you read the following instructions and recommendations carefully before
starting the exam. Keep a copy near you while taking the quiz or exam.

1. **DO NOT use a wireless connection.** It is highly recommended that you take online
   quizzes or exams using a campus computer. If you must take the quiz or exam off
campus, make sure you have a high speed connection (e.g., Roadrunner, DSL or
equivalent).
2. **Use Internet Explorer or Mozilla Firefox as your browser.**
3. **Close all programs and windows before you open a quiz or Exam**
4. **Turn off your browser's POP-UP Blocker** before starting a quiz or exam so that you will
   be able to access links in some of the questions. The help desk (229-4040) can help you
do this if you do not know how already.
5. Print out and **read/re-read these instructions** again if needed and when you are ready to
   begin, click **Start Quiz**.
6. The questions may be grouped so that only a few appear at a time. **Save each question**
after answering it. Before submitting your exam you can move back and forth between
the screens. If you revisit questions, remember to re-save any changed answers.
7. **Use the CANVAS quiz controls to move between question screens.** Do not use your
   browser (e.g., Mozilla Firefox, Explorer, Chrome, Safari...) controls.
8. **Do not take a break or try to browse to other internet sites during quizzes or exams.** If
   you do, you risk slower performance or losing your connection before you finish the
   exam.
9. Exams and quizzes are ‘open book', but you won't have time to look up answers to every
   question. **Recommendation:** answer all questions you can without the book. Then use the
text or other hard copy sources to help answer the questions you are unsure about.
10. You can take quizzes and exams with classmates. Since all quizzes or exams have a
different set of questions, you will have limited time to discuss the questions with them.
    Save your discussions for the last few minutes just before you submit the quiz or exam.
11. After checking over your answers, remember to **Submit Quiz** when you are finished.
12. **IMPORTANT:** If your computer freezes or you lose your connection while talking the
    exam, click the upper right ‘x’ to **quit the program without logging out. Then re-open
your browser and log in to CANVAS again**, click on Quizzes again and then on the
exam. You will be allowed to 'Continue' the exam and save your responses. You may do
this as often as needed.