Brigham Young University – Hawai‘i  
Social Work 366: Social Welfare Policy  
Summer 2014 Course Syllabus

Instructor: Christian D. Kunz, MSW  
Office: MPC 117
Classroom: MPC 101  
Office Hours: Open
Class Time: MWF 12:10 P.M. – 2:20 P.M.  
Phone #: (808) 675-3836
Credits: 3.0  
Email: christian.kunz@byuh.edu

Mission Statement:
The Brigham Young University Hawai‘i Social Work Department supports the overall mission of the University and the Church of Jesus Christ of Latter-day Saints by preparing culturally competent, effective, and ethical social work professionals committed to providing services to the poor and oppressed. The department also provides opportunities for students to take leadership roles in supporting and promoting social justice and the social work profession internationally by facilitating peace within individuals, families, communities, and nations.

Course Description:
Social Work 366: Social Welfare Policy is an introductory course designed to familiarize social work students with policy analysis and policymaking in the social welfare arena. The course will focus primarily on social welfare policies in the United States, but will also spend time comparing and contrasting those policies with select international policies from around the world. Students will be familiarized with both rational and political policymaking approaches. The history of social welfare policies will also be explored. Considerable time will be spent analyzing public assistance, social insurance, and social service programs in the United States and abroad. Policy responses to multiple social problems may be discussed, including poverty, disability, racial equality, welfare, hunger, healthcare, gay rights, education, employment, women’s rights, and immigration, among others. Ethic is policymaking and policy implementation will also be addressed. Student will be asked to think critically about both the intended and unintended consequences of current and proposed policies. Issues of human rights and social justice will also be addressed.

Course Objectives: (Also known as Student Learning Outcomes or SLOs)
At the completion of this course:
1. Students will be explain various terms relevant to policymaking, including rational policymaking, political policymaking, incrementalism, bounded rationality, policy entrepreneurs, and policy punctuations.
2. Students will be able to classify social welfare policies as being public assistance, social insurance, or social service programs.
3. Students will be able to articulate the steps in the policymaking process.
4. Students will be able to discuss the implementation and evaluation of social welfare policy.
5. Students will be able to relate the history of social welfare policy and how politics have impacted that history.

6. Students will be able to discuss the social welfare programs aimed at alleviating poverty and state their opinions as to what approaches will be effective in the future.

7. Students will be able to explain the social insurance programs of Social Security, Unemployment Insurance, and Workers Compensation.

8. Students will be able to describe the components of the Temporary Assistance for Needy Families program and the Child Support Enforcement Program.

9. Students will be able to demonstrate an understanding of the current healthcare reform debate in the United States and will be able to vocalize personal opinion about the issue.

10. Students will have participated in delivering a class lecture discussing policies aimed at eliminating discrimination and oppression of people of color, the disabled, women, individuals of nontraditional sexual orientation, immigrants, and other minority groups.

University, Program, and Course Policies:

1. Preventing Sexual Harassment

   Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student to student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

2. Students with Disabilities

   Brigham Young University Hawai‘i is committed to providing a working and learning atmosphere, which reasonably accommodates a qualified person with disabilities. If you have a disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani Auna at 293-3999 or 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

3. Final Examination

   All students should be aware of the Brigham Young University Hawai‘i policy that there are no early final exams. An exception to this policy is the case of a school sponsored activity which takes an individual or a team away from the University at the time an examination is scheduled to take place. Faculty and Administration who are responsible for scheduling official University activities attempt in every way to avoid scheduling activities in conflict with the scheduled examinations. Students must plan travel, family visits, etc., in a way that
will not interfere with their final exams. Emergency situations should be presented in writing as soon as possible to the Dean of the college or school of the student’s major.

Less expensive fares, more convenient travel arrangements, and any other non-emergency reason are not considered justification for early or late final exams. Students are responsible for making certain that family and friends who may supply tickets or make travel arrangements for a student are aware of the student’s need to complete courses by taking the final examination as scheduled.

4. **Academic Dishonesty**

Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the [Honor Code](#) and refer in particular to the passages on academic dishonesty and disciplinary measures. You should become familiar with the sections related to plagiarism and to avoid it. Plagiarism is “knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment.” Again, plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.

Students who are discovered to have committed academic dishonesty will receive a zero on the assignment for the first occurrence and will be dismissed from the class on the second occurrence. Brigham Young University Hawai‘i requires that a referral be made to the Honor Office each time a student is found to have committed academic dishonesty.

5. **Statement on Content and Academic Inquiry**

Exploring issues in social work requires the ability to tolerate controversy and conflict. Social workers must be able to explore and consider all aspects of the human experience as they examine both traditional and alternative paradigms. There may be material presented in this class that you may find personally objectionable. You are encouraged to explore how you think and feel about the content as part of an open academic dialogue. The informed use of self is a valued aspect of the helping professional. Thus, learners must be prepared to engage their thoughts, feelings, and behaviors with an open mind.

As learners, we are expected to be self-directed and assume initiative and responsibility for our learning; to rely on empiricism, logic, and evidence in advancing our intellectual development; and to appreciate that learning and evaluation are subjective/reflective processes that parallel relationship dynamics outside the classroom as well as within.

6. **Electronics in the Classroom**

Laptop or tablet computers may be used in the classroom only for the purpose of taking lecture notes. Laptops should not be used for email, social networking, shopping, games, or any other purpose. No other electronic devices should be used in the classroom. Violations of this policy will affect the student’s attendance and professional grade. The only
exceptions to this policy would be if electronic devices are needed to research during class preparation time for a group presentation or if Brother Kunz asks someone to quickly look up something on the internet.

7. **Late Assignments**
   Late assignments will be deducted **10%** for each day (24 hour period) the assignment is late. No assignments will be accepted after the final examination has been given.
Course Requirements:

Examinations – Students will be given four examinations during the course of the class. Examination questions will consist of a mixture of multiple choice, fill in the blank, short answer, and essay questions. Examination questions will cover information found in reading assignments not discussed in class and information discussed in class that is not found in the book. To do well, it is imperative that students read the reading assignments and attend class. Examinations will be given during class time. Examinations will be worth 100 points each.

Chapter Assignments – At various times throughout the semester, assignments will be given in class. Chapter assignments will consist of both individual and group activities. Due dates for chapter assignments will be given in class. It is recommended that students always have their course syllabus with them in class so that they can keep all due dates in one place. Chapter assignments may include anything from reflection papers, to research projects, to class presentations. Chapter assignments may also include in-class quizzes on reading material. Chapter assignments may be worth up to 140 total points for the semester.

Policy Analysis Paper – On Wednesday, April 23rd, students will be given a research assignment for the semester. Students are asked to research the issue that they are assigned and write an 5+ page policy analysis paper on the subject. Papers should be completed using A.P.A. format. Title pages, abstracts, and references do not count towards the 5+ page length requirement. Papers should address why the issue is important, the history of policy efforts surrounding the issue, where the policy stands today, intended and unintended consequences of the policy, possible policy alternatives, the student’s vision of the policy for the future, and an international perspective on the issue. Policy analysis papers may focus on either the student’s country of origin or the United States. Students who choose to write about their country of origin should compare the policies of their country to the policies of the United States under the international perspective section of their paper. Students will submit the completed paper, via Canvas, before midnight on Friday, May 23rd. Policy analysis papers will be worth 100 points.

Group Presentation – On Wednesday, April 23rd, students will also be placed in a group with other students who will be researching the same topic. These groups will prepare a group presentation covering the topic that they have been assigned. Group presentations will be given on Monday, June 2nd or Wednesday, June 4th. Group presentations will last for 45-50 minutes each. Groups are asked to present the topic thoroughly and other class members will be responsible for the contents of the presentation during Examination #4. Groups are asked to turn in 10 typed multiple choice test questions (with answers) regarding their topic when they give their presentation. Groups are also asked to hand out a one page typed summary of the important information from their presentation to the instructor and other classmates. If groups choose to present any videos during their presentation, videos should be limited to no more than 15 minutes. Groups are encouraged to touch on international issues during their presentation. I reserve the right to assign different grades to different group members if it
appears that certain individuals have carried most of the weight while other individuals appear to have made less of a contribution. Group presentations will be worth 100 points.

**Attendance & Professionalism** – Attendance and professionalism are considered a requirement for this course. It is my expectation that students will be on time, take notes, and only use a computer or other electronic device if it is directly related to the class and not disruptive. Each day (2) points will be available for attendance and professionalism. Students who come to class will receive one point and students who are on time will receive a second point. Students who are inattentive in class (on Facebook, texting, sleeping, etc.) will forfeit either or both of these points for the day. Leaving class early is considered the same as being late. I do not excuse absences for any reason, other than school excused activities. Attendance & professionalism is worth a total of 40 points for the semester.

**Point Breakdown:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td>400</td>
</tr>
<tr>
<td>Chapter Assignments</td>
<td>Up to 160</td>
</tr>
<tr>
<td>Policy Analysis Paper</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Attendance &amp; Professionalism</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Up to 800</strong></td>
</tr>
</tbody>
</table>

**Grading:**

- 94-100% = A
- 90-93% = A-
- 87-89% = B+
- 84-86% = B
- 80-83% = B-
- 77-79% = C+
- 74-76% = C
- 70-73% = C-
- 67-69% = D+
- 64-66% = D
- 60-63% = D-
- 0-59% = F

All percentages will be rounded to the nearest whole number.

*** Please note that as a social work major, you must earn a C- or better in this course, or you will be required to repeat the course.

**Required Textbook:**

Bonus Section:

Devotionals – Brigham Young University – Hawai’i offers students the unique opportunity to focus on their spiritual well-being each week by attending devotional. This hour can prove to be a critical part in a student’s academic success by providing spiritual relief in a stressful environment and focusing the student’s attention on the things that are most important in life. To encourage students to take advantage of this tremendous opportunity, I offer extra credit to students who attend devotional in person and submit a video reflection on the topic via Canvas. This is entirely voluntary on the part of the student. Shortly after the semester begins, each student will receive an invitation to join a Canvas course entitled “S14 – Devotional Reflections” where I will ask for your thoughts on devotional each week. Students who upload a video reflection of at least (1) minute in length will receive (1) extra point for each of Brother Kunz’s classes that they are enrolled in. Only one video needs to be uploaded each week. Extra credit points will be weighted with the student’s attendance & professionalism grade. For students who do not have access to a webcam, I will accept type written reflections of at least 250 words. For students who work during devotional, I will allow them to watch the video replay of the devotional each week. Reflections must be completed within one week of the corresponding devotional to receive extra credit.

Exceptional Work – I believe in awarding students for outstanding effort. For students who go the extra mile on a specific assignment or project, I reserve the right to award a grade higher than 100% for that assignment or project. Please note that to receive extra credit, truly exceptional work must be shown which goes above and beyond the requirements of the assignment. The awarding of these extra points is strictly at the discretion of Brother Kunz and should not be counted on by the student.

Student Ratings – As a way of encouraging students to complete the university’s student ratings, I offer all students who complete these evaluations (5) five extra credit points in each of my classes for which they complete the ratings. Please be honestly in your evaluations and leave comments. I thoroughly review the evaluations and comments in an effort to improve my classes for future semesters. Student ratings are confidential. The student rating can be found at studentratings.byuh.edu towards the end of the semester. To receive extra credit, student ratings must be completed before class on Wednesday, June 4th.
### Tentative Class Schedule:
(This schedule should not be considered binding and I reserve the right to amend the schedule at any time and for any reason.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Reading</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Syllabus Review, Why is Policy Important?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Intro, Ch. 1: The Policymaking Process</td>
<td>1-25</td>
<td>Research Assignments Given</td>
</tr>
<tr>
<td>April 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 1: Financing Welfare, Ch. 2: Analysis</td>
<td>25-46</td>
<td></td>
</tr>
<tr>
<td>April 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 2: Evaluation, Ch 3: History Overview</td>
<td>46-79</td>
<td></td>
</tr>
<tr>
<td>April 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 3: Social Welfare History</td>
<td>79-101</td>
<td></td>
</tr>
<tr>
<td>May 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Examination #1 (Introduction – Chapter 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Policymaking in Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 4: Humanizing, Poverty</td>
<td>107-127</td>
<td></td>
</tr>
<tr>
<td>May 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 4: Hunger, Housing, International</td>
<td>127-145</td>
<td></td>
</tr>
<tr>
<td>May 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 5: Social Security &amp; How to Save It</td>
<td>153-175</td>
<td></td>
</tr>
<tr>
<td>May 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 5: Unemployment, W.C., International</td>
<td>175-185</td>
<td></td>
</tr>
<tr>
<td>May 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Examination #2 (Chapter 4 &amp; 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 7: Humanizing, AFDC, CSE</td>
<td>233-252</td>
<td></td>
</tr>
<tr>
<td>May 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Ch. 7: TANF, International Family Assistance</td>
<td>252-267</td>
<td></td>
</tr>
<tr>
<td>May 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Ch. 8: Humanizing, Medicare/Medicaid</td>
<td>277-316</td>
<td>Policy Analysis Papers Due</td>
</tr>
<tr>
<td>May 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Memorial Day (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Ch. 8: Obamacare, International</td>
<td>Wiki</td>
<td>Wikipedia: Obamacare</td>
</tr>
<tr>
<td>May 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Examination #3 (Chapter 7 &amp; 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Group Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Examination #4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Spirit of Aloha:

BYU-Hawai’i is an extraordinarily unique educational setting that combines religious and academic pursuits into an environment that is open and welcoming to all. A critical element to the rare atmosphere here at BYU-Hawai’i is the Spirit of Aloha. The Spirit of Aloha has been compared to the love of Christ, to charity, to compassion, and to the genuine openness and embrace that Hawaiians have for all mankind. In ancient Hawai’i children were taught the Spirit of Aloha from a very young age. The book “Tales of the Night Rainbow” by Koko Willis and Pail Jae Lee provide the following as being a part of the teaching of young Hawaiians in ancient days:

\[
\begin{align*}
\text{Aloha is being a part of all and all being a part of me.} \\
\text{When there is pain – it is my pain.} \\
\text{When there is joy – it is mine also.} \\
\text{...} \\
\text{This is Hawaiian – this is Aloha!}
\end{align*}
\]

This Spirit of Aloha is critical in the practice of social work. Being able to understand, embrace, and share the pain of another human soul is a unique and powerful gift and one that can inspire a lot of change in the world. I would ask that each of you, regardless of your future life pursuits, seek to embrace the Spirit of Aloha while you are here at BYU-Hawai’i and take it with you wherever your life may take you.
Appendix 1: SLOs, PLOs, ILOs, and Core Competencies Alignment

**Student Learning Outcomes (SLOs) for SOCW 366: Human Behavior in the Social Environment I:**

At the completion of this course:

1. Students will be explain various terms relevant to policymaking, including rational policymaking, political policymaking, incrementalism, bounded rationality, policy entrepreneurs, and policy punctuations.
2. Students will be able to classify social welfare policies as being public assistance, social insurance, or social service programs and be able to discuss the differences between the program types.
3. Students will be able to articulate the steps in the policymaking process.
4. Students will be able to discuss the implementation and evaluation of social welfare policy.
5. Students will be able to relate the history of social welfare policy and how politics have impacted that history.
6. Students will be able to discuss the social welfare programs aimed at alleviating poverty and state their opinions as to what approaches will be effective in the future.
7. Students will be able to explain the social insurance programs of Social Security, Unemployment Insurance, and Workers Compensation, as well as strategies for maintenance and improvement of those programs.
8. Students will be able to describe the components of the Temporary Assistance for Needy Families program and the Child Support Enforcement Program.
9. Students will be able to demonstrate an understanding of the current healthcare reform debate in the United States and will be able to vocalize personal opinion about the issue.
10. Students will have participated in delivering a class lecture discussing policies aimed at eliminating discrimination and oppression of people of color, the disabled, women, individuals of nontraditional sexual orientation, immigrants, and other minority groups.

**Program Learning Outcomes (PLOs) for the BYU-Hawaii Social Work Department:**

Upon completing a major in Social Work, students will:

1. Be able to ask questions that demonstrate critical thinking skills within the context of professional social work practice.
2. Know the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Be able to role play practice without discrimination and with respect, knowledge, and skills related to consumer’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Be able to discuss the forms and mechanisms of oppression and discrimination and the strategies of advocacy and social change that advance social and economic justice.
5. Be able to discuss the history of the social work profession and its contemporary structures and issues.
6. Know the knowledge and skills of generalist social work practice with systems of all sizes.
7. Be able to discuss the theoretical framework supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Be able to analyze, formulate, and influence social policies.
9. Be able to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Be able to demonstrate communication skills differentially across consumer populations, colleagues, and communities.
11. Be able to work under supervision and consultation for appropriate social work practice.
12. Be able to function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Be able to discuss the profession of social work in Asia and the Pacific within the global context.

Institutional Learning Outcomes (ILOs) for Brigham Young University – Hawaii:
Graduates of Brigham Young University – Hawaii will be able to demonstrate competence in the following seven areas:
1. Knowledge – Both breadth and depth of knowledge.
2. Inquiry – Demonstrating information literacy and critical thinking to understand, use, and evaluate evidence and sources.
3. Analysis – Using critical thinking to analyze arguments, solve problems, and reason quantitatively.
4. Communication – Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.
5. Integrity – Integrating spiritual and secular learning and behaving ethically.
6. Stewardship – Using knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources.
7. Service – Using knowledge, reasoning and research to solve problems and serve others.

Council on Social Work Education Educational Policy and Accreditation Standards Core Competencies:
The Council on Social Work Education, in Educational Policy and Accreditation Standards, has identified 10 core competencies that all graduates from schools of social work are expected to possess. Each social work graduate is expected to:
1. Identify as a professional social worker and conduct oneself accordingly. (2.1.1)
2. Apply social work ethical principles to guide professional practice. (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (2.1.3)
4. Engage diversity and difference in practice. (2.1.4)
5. Advance human rights and social and economic justice. (2.1.5)
6. Engage in research-informed practice and practice-informed research. (2.1.6)
7. Apply knowledge of human behavior and the social environment. (2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (2.1.8)
9. Respond to contexts that shape practice. (2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (2.1.10)

Alignment of SLOs, PLOs, ILOs, and EPAS Core Competencies:

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLOs)</th>
<th>Related Program Learning Outcomes (PLOs)</th>
<th>Related Institutional Learning Outcomes (ILOs)</th>
<th>Related EPAS Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>PLO4, PLO6, PLO8, PLO10, PLO12</td>
<td>ILO1, ILO4</td>
<td>2.1.8, 2.1.9</td>
</tr>
<tr>
<td>SLO 2</td>
<td>PLO5, PLO6, PLO8</td>
<td>ILO1, ILO3</td>
<td>2.1.3, 2.1.8</td>
</tr>
<tr>
<td>SLO 3</td>
<td>PLO4, PLO6, PLO8, PLO10, PLO12</td>
<td>ILO1, ILO4</td>
<td>2.1.8, 2.1.9</td>
</tr>
<tr>
<td>SLO 4</td>
<td>PLO4, PLO6, PLO8, PLO9, PLO10, PLO12</td>
<td>ILO1, ILO4</td>
<td>2.1.6, 2.1.8, 2.1.9, 2.1.10</td>
</tr>
<tr>
<td>SLO 5</td>
<td>PLO5, PLO8, PLO10</td>
<td>ILO1, ILO4</td>
<td>2.1.6, 2.1.8</td>
</tr>
<tr>
<td>SLO 6</td>
<td>PLO1, PLO4, PLO5, PLO6, PLO8, PLO10, PLO12</td>
<td>ILO1, ILO3, ILO4, ILO6</td>
<td>2.1.3, 2.1.5, 2.1.8, 2.1.9, 2.1.10</td>
</tr>
<tr>
<td>SLO 7</td>
<td>PLO1, PLO4, PLO5, PLO6, PLO8, PLO10, PLO12</td>
<td>ILO1, ILO3, ILO4, ILO6</td>
<td>2.1.3, 2.1.5, 2.1.8, 2.1.9, 2.1.10</td>
</tr>
<tr>
<td>SLO 8</td>
<td>PLO5, PLO6, PLO8, PLO10</td>
<td>ILO1, ILO4</td>
<td>2.1.8, 2.1.10</td>
</tr>
<tr>
<td>SLO 9</td>
<td>PLO1, PLO4, PLO5, PLO6, PLO8, PLO10, PLO12</td>
<td>ILO1, ILO3, ILO4, ILO6</td>
<td>2.1.3, 2.1.5, 2.1.8, 2.1.9, 2.1.10</td>
</tr>
<tr>
<td>SLO 10</td>
<td>PLO1, PLO4, PLO5, PLO6, PLO8, PLO9, PLO10, PLO12</td>
<td>ILO1, ILO2, ILO3, ILO4</td>
<td>2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.8</td>
</tr>
</tbody>
</table>