The following are the individual student ALE reflection papers.

<table>
<thead>
<tr>
<th>Student</th>
<th>ALE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1.</td>
<td>421164</td>
</tr>
<tr>
<td>Student 2.</td>
<td>352483</td>
</tr>
<tr>
<td>Student 3.</td>
<td>408384</td>
</tr>
<tr>
<td>Student 4.</td>
<td>322035</td>
</tr>
<tr>
<td>Student 5.</td>
<td>345162</td>
</tr>
<tr>
<td>Student 6.</td>
<td>480051</td>
</tr>
<tr>
<td>Student 7.</td>
<td>425349</td>
</tr>
<tr>
<td>Student 8.</td>
<td>408471</td>
</tr>
<tr>
<td>Student 9.</td>
<td>184754</td>
</tr>
<tr>
<td>Student 10.</td>
<td>238810</td>
</tr>
<tr>
<td>Student 11.</td>
<td>5097</td>
</tr>
<tr>
<td>Student 12.</td>
<td>475290</td>
</tr>
<tr>
<td>Student 13.</td>
<td>364182</td>
</tr>
<tr>
<td>Student 14.</td>
<td>412317</td>
</tr>
<tr>
<td>Student 15.</td>
<td>214267</td>
</tr>
<tr>
<td>Student 16.</td>
<td>370614</td>
</tr>
<tr>
<td>Student 17.</td>
<td>402485</td>
</tr>
<tr>
<td>Student 18.</td>
<td>303847</td>
</tr>
<tr>
<td>Student 19.</td>
<td>333601</td>
</tr>
<tr>
<td>Student 20.</td>
<td>114517</td>
</tr>
<tr>
<td>Student 21.</td>
<td>365433</td>
</tr>
</tbody>
</table>
STUDENT 1.
The policy course provided my group with real-world experience which enabled us to utilize skills and knowledge we have received from Social Work classes and core classes. My group received an assignment to put on a rally on campus to reach out to the community about Student Military Veterans receiving priority registration. Within the Social Work discipline, my group and I used the skills of advocacy, searched for resources, and worked with a group throughout the semester. During the rally, we advocated for priority registration for Student Military Veterans on Tarleton State University’s campus by having speakers and getting petitions signed. Leading up to the rally we had to find resources to benefit our rally such as financial support for t-shirts, donations of souvenirs to give out, and finding speakers to talk at the rally. Outside of the Social Work discipline, my group and I had to send out emails which required writing skills from my English core classes and also computer skills. To calculate how long each speaker was allowed to speak and how many t-shirts to buy, my group and I had to use our basic skills from Math courses. I was able to contribute my skills acquired from extracurricular activities to the rally by easily asking large amounts of people to sign our petition and go to our rally.

My academic views were expanded because I was able to see how everything I have learned in all my classes interconnects. Politically my views have expanded by researching policies and addressing issues veterans have. For the policy course we had the opportunity to travel to Austin to talk to representatives about Student Military Veterans which also broadened my political views. My social view expanded because I was able to work extensively with a population I have not yet worked with in the field of Social Work. During the experience I worked with people from all economic and cultural backgrounds through group work and through speaking with Student Military Veterans. Everything I have learned I will be able to contribute more meaningfully to a global society.
STUDENT 2.

Students will analyze how this real-world experience enabled them to apply what they have learned from their courses, both in the major and core curriculum areas, and from their extracurricular experiences.

Being in this policy class has assisted greatly in terms of enabling me to apply the curriculum from previous social work classes and integrating the material into this Applied Learning Experience (ALE). As much of the social work classes focused on learning the Code of Ethics, theoretical frameworks for practice, and practicing appropriate interview skills, the policy class used the skills used in previously classes to build upon the foundation of ethical and professional social work classes through the macro lens, particularly in the areas of writing and advocacy. As social work majors, it is critical to possess professional writing skills and to be able to advocate effectively for clients. In this class, much emphasis was placed on the combination of writing and advocacy skills. Writing skills were utilized and polished through the major assignment of a policy analysis paper, and advocacy skills were sharpened through the participation in the Social Work Advocacy Day in Austin, Texas, where my colleagues and I met with several representatives to discuss legislative policies and to advocate for their implementation.

Students will evaluate how the applied learning experience expanded their views of academic, political, social, cultural and/or economic environments and prepared them to contribute more meaningfully to a global society.

This Applied Learning Experience (ALE) has enabled me to expand my worldviews in a variety of settings. In particular, I learned to view more events through the context of a macro lens in the social work discipline. The macro perspective in social work focuses on viewing larger systems and their effects on other systems, and since policy has the ability to shape a nation, policy is considered to be a “macro” perspective of social work. By investigating legislative policy over time and how the policies have shaped American culture, economic structure, and political ideology, the class has assisted me greatly in seeing the “bigger picture” of the implications of various legislative policies. Respectively, the policy class helped me realize how legislative policy affects not only the nation it is implemented in, but also the world through the setting of precedents and molding of political and social culture. By identifying how policy shapes a nation, social workers become better equipped in advocating for social justice and economic equality for all persons on a nationwide (and possibly global) level.
When analyzing how this real-world experience enabled them to apply what I have learned from courses, both in the major and core curriculum areas, and from my extracurricular experiences. I am able to use many skills and knowledge that I have acquired from courses within my discipline, outside core curriculum, and my extracurricular activities. Starting with courses within my discipline I was able to use interviewing skills learned in practice I applied many of these to this experience. Methods and skills taught me how to follow policies and regulations when interviewing officials as well as how to present myself during the interview. Human Behavior was able to help me look at theories to explain certain actions that others have been a part of and why they do things in such a manner. Core courses used would be math in locating funds needed for the trip if any need be, English writing skills while writing emails requesting for meetings. Computer technology on how to browse the web to find officials that can be addressed with this matter, completing a business manner email asking for meetings, and skills on how to construct a professional email. Extracurricular experience this applied to the knowledge and skills I acquired through multiple speaking and judging events incorporated with 4-H and FFA. The skills used were public relations knowing how to talk in a friendly, but professional manner, learning how to listen and replay feedback and ask questions if not understanding the statement made. Another skill was how to judge consumer products in order from the best choice to the last and give a reasoning behind why I placed the order in the certain sequencing. Being able to judge different polices and giving a set of reasoning’s to support the choices made helped explain the reasoning for our choices in the subject involving food insecurity.

When evaluating how this applied learning experience expanded my views of academic, political, social, cultural and/or economic environments and prepared them to contribute more meaningfully to a global society. Academically this expanded my views on the certain topics we cover in many different classes that is interconnected to a one experience. It showed me that when learning certain information that you may feel is not pertinent at the time of acquiring the knowledge in the future this may be used in situations such as this experience. Politically it expanded my views to learn that there is way more details that are involved in creating a policy or just concerning the government system as a whole. I have gained respect for those individuals involved in these processes for having the knowledge, skills, and most importantly patience’s to conduct these matters. Socially I learned that there are many demographics that make up the state of Texas and its policies. Culturally I was able to expand my views to learn how different people in these different demographics face the issues of policies and even if the policies apply to them specifically. Economically I was able to expand my views and learn how policies can be a positive or negative factor on the economic system. After learning these effects I was able to go an look at the different ways policies were changed to ensure the most positive outcome possible for everyone involved. This experience overall impacted my views greatly and help myself gain greater skills and knowledge of issues I have not been made aware of before this class.
STUDENT 4.

The Applied Learning Experience (ALE) allowed me to apply what I have learned from three courses in my major and three courses outside my major, and from three extracurricular experience. The first class knowledge I could apply is from my social welfare class, which we learned about different populations and how they are impacted by society. The second class knowledge I could apply is methods and skills of interviewing because we had to interview with legislators. The third class knowledge I could apply is my service learning class because we worked to create a problem analysis, which I could use to help me choose a policy and talk with legislators about the veteran population. From outside of my discipline I used the knowledge from English, speech, and government classes. In English, I learned how to format papers and create a thorough draft, which we had to use while writing the policy analysis. In speech, we learned how to use different mediums of communication to elicit communication with a person we are trying to contact. In government class, we learned how the Texas government ran, and what it takes for a bill to be passed. Extracurricular activities I was able to apply knowledge from were working in the College of Science and Technology Office of the Dean, working at a summer camp, and being the president of a sorority. Through each one of these extracurricular experiences, I learned how to interact with different population groups, and how to present myself in a professional manner. Also, these extracurricular experiences taught me organizational skills, which I applied to the ALE experience as deadlines became present.

The ALE experience expanded my views by showing me how policy is critical for the advocacy of populations to have the chance at equity. Academically, it pushed me to learn about policy, which effects the veteran population of the United States. Politically, it pushed me to learn what affects veterans in the state, and not just at Tarleton State University. Globally these two aspects influence me to see how society may try to help a certain population, but I see the impact a policy can have over time if it is not fluctuating with the societal changes. Therefore, it globally impacts the way I can work with populations being affected by policies not fluctuating with societal changes.
STUDENT 5.
Students will analyze how this real-world experience enabled them to apply what they have learned from their courses, both in the major and core curriculum areas, and from their extracurricular experiences.

Learning through real world experience has allowed me to mature and grow academically. I have not only become attentive to my grades but have also ensured that the quality of work I am completing is upper level and professional. The experience of meeting with legislators at the state capitol in Austin, Texas provided me with networking opportunities and gave me the ability to put to use the skills I have learned throughout my social work courses and within the Social Work Policy course. Some of the skills used were the ability to build rapport with the legislator, carrying myself with professionalism and becoming aware of the environment I was in. Additionally being knowledgeable about policies in place that support my research topic were crucial in knowing when speaking to elected officials. Similarly, this circumstance coincided with what social workers are expected to do. Social workers have a duty to be knowledgeable and up to date on resources and information regarding clients. Overall, after taking this course I have gained an insight on the fact that it is natural to come across challenges, but the only way to be effective within the social work field is to keep moving forward and to learn and grow from those challenges.

Students will evaluate how the applied learning experience expanded their views of academic, political, social, cultural and/or economic environments and prepared them to contribute more meaningfully to a global society

Prior to taking the Social Work Policy course I was narrow minded in the sense that I felt as if what I learned in the classroom could not be applied to daily living. However, I quickly came to the realization that the material I learned in class essentially could be applied to my everyday activities. Academically, I learned to tie together all of my course work which allowed me to have a better understanding of the topics I was learning and in addition I felt better prepared when writing papers or completing assignments. Politically, I had the experience of completing a policy analysis and gained knowledge to the fact that there is an extensive process to a policy becoming a law and taking effect. Also I became aware that it is important to learn the history and what the need of the policy is. Additionally, I met with political legislators in person which expanded my knowledge of how lawmakers perceive the policies and laws in place compared to the mindset of a social worker. Socially I began to value and strengthen the relationships with colleagues and educators. It became of importance to value and strengthen these relationships because I became conscious that the people I am surrounded with in my classes and those who are my educators can influence my ultimate goal of receiving admission into a master’s program and law school. From a cultural aspect I became educated through knowing and hearing how other’s deal with the issues facing society. I as a Hispanic female have been taught and raised in a different manner and having the opportunity to compare my learnings and findings with others allowed me to become culturally aware that not every individual is raised the same way and that it is okay to have been taught differently. As a result of having learned these matters I now am confident that I will be a contributing, educated and well-rounded individual in society who is here to serve a purpose of helping others in the most effective and wholesome way possible.
STUDENT 6.
Having the opportunity to go to the Capitol building in Austin, TX and converse with legislators and legislative aids required me to present a professional appearance and speak in a professional manner all while being able to critically analyze what was being discussed. The experience I gained from taking social work courses such as SOCW 2362, 3300, 3303 and 3306 were instrumental in my ability to successfully coordinate meetings with legislators and converse with them. The knowledge I was able to gain from completing classes in ENGL 1301, 1302 as well as SOCIO 1301 supplemented my knowledge base and ensured my experience was satisfactory.

I was able to visit the Capitol building in Austin, TX and converse with legislators and legislative aids on topics relevant to my coursework and research. In doing so, I was able to gain invaluable insight from key proponents in Texas legislation that I would not have otherwise had the opportunity if I were not enrolled in the social work program and social welfare policy 3306. The knowledge I was able to acquire from the classroom setting coupled with the opportunity to conduct a rally, participate in a debate and witness first-hand the complex functions which make up Texas legislation, has better prepared me to continue my education in the social work program.
STUDENT 7.

Real-world experiences require skills, skills that can be learned throughout life especially through the education one is receiving. I have taken various courses within my discipline and outside of my discipline that have enhanced my skills to work in real life situations. For example when preparing the rally, some of the various amounts of skills used were organization, time management, and communication. Communication was learned throughout all courses but specifically my speech course. Speech taught me how to effectively communicate something to another person, and interact with them. Time management has been learned with my education, learning how to balance all the work from the different classes, encourages us to develop a time frame. My organization skills were learned through many of my extracurricular experiences such as the Student Social Work Association Club. All of these skilled were applied when putting together a rally as a group, working as a team member. My Policy class and Service Learning class have taught me the value of learning the topic of our rally and applying it to the rally, when interacting with others.

The applied learning experience expanded my views in academics because I taught me the importance of learning about certain topics in depth, not only the basics. Politically I understand more about law than I have ever before, I look at law differently from what I used to perceive it to be. It became different when I actually had to understand how the process of a bill and benefits work for the people. Socially I think it aided me in becoming more communicative with others as well as strengthening my communication skills with other people. I feel now that our own cultures and ethnicity/race are taken into account for everything especially with the government, law, and higher education. This helps me understand the great impact our cultures and views can have in our lives. This will aid me in my future career, as far as having a broad understanding of the impacts of policy, advocacy, and skills learned through life and education.
STUDENT 8.

Making connections

Throughout this semester I had classes such as human behavior in the social environment II, child welfare, and mass communications. Human behavior in the social environment consisted of learning about stages of development, theory, how humans interact with their environment and what to look for when working with clients. Child Welfare consisted of learning about the history of child welfare and how to interact with children who have been victims of abuse or neglect. Mass communications consisted of learning how much of an impact technology and social media has on individuals. Before the mass communications class I did not realize how big of an impact technology and social media has on not only people, but also the classroom setting. Learning about keeping a good reputation and thinking twice about what you put on social media is a good idea. Most people do not think about what they post or say because they do not realize that future supervisors can see it. On a positive note, I think social media is a good place to get the word out to a mass of people.

Global awareness

Researching and working with this population has opened my eyes to global awareness in the context of academic, political, social, and cultural aspects. Academically, going into this policy class I was hesitant towards working on this policy analysis paper and all the paper would entail. From a social perspective working with groups is usually difficult, but working in groups allows different outlooks on research. Everyone in the group brings something different and positive to the overall research project, but I have learned that I am a stronger student than I previously thought. I am more confident when it comes to group work and I have realized how positive working with a group can be. From a cultural perspective, first generation student research consists of a plethora of different cultures. By finishing this research project, I hope that some type of policy either locally or federally can be implemented to better meet the needs for first generation students on college campuses. This policy class has helped me realize how much public relations and getting the word out can impact a community. By researching and educating ourselves about the facts of first generation students, this can better help this particular population.
ALE Reflection

The necessary knowledge and skills acquired in various college courses within my discipline stemmed from courses such as Social Work Policy which gave us information on how we as a group can advocate for what we believe in. An example of this would be the class trip that was taken to Austin, Texas. In Austin, we were able to go to our state’s capitol and advocate for food insecurity. This course allowed us to understand how to unite for a rally, speak to our legislature, as well as form debates on our topic. After writing a policy analysis paper on a current bill that affected our topic of food insecurity, we were able to receive information on how to read a bill, as well as how to follow a bill through congress.

The impact of the applied learning experience on the development of my global awareness in the context of academic, political, social, cultural, and economic environments are far reaching when applied to the social work food insecurity group. When contemplating the global awareness through the context of academia, we can look at what this applied learning experience has taught me about how the world looks at food insecurity. There are many countries such as Asia that suffer far worse from food insecurity than other countries. Even in the United States, there are many Americans that suffer from food insecurity. Politically, I believe our Policy class taught us how to reach out with rallies as well as going straight to a legislature in order to advocate for the people around you. Around the world, socially being food insecure has been thought of as being below others through social class and economically. The applied learning experience has expanded my knowledge of how food insecure people are being perceived by others that do not suffer. Culturally, in the United States people that suffer food insecurity have been looked down upon. Although not everyone can receive an education, as well as a high paying job, it is culturally acceptable to blame others for something that is not in their control. Globally, the food insecurity group can affect the economic environments which is affected by occupation, revenue, inflation, interest rates, productivity, and capital.
STUDENT 10.

The students in the Social Welfare Policy class at Tarleton State University were given the opportunity to travel to Austin, Texas to visit the capitol during Social Work Advocacy Day. Through the experience, I was able to utilize what I have learned in my core classes, social work classes, and other organizations in order to effectively and positively communicate with officials on a professional level. Fundamentals of Speech Communication helped me tremendously in teaching me the different types of communication skills and how handle both individual and group settings. Other classes such as Methods and Skills of Interviewing, Practice I, and Social Welfare Policy prepared me for the use of skills such as actively listening, engaging, and both written and oral communication. I was also involved in other organizations throughout the semester which required me to work with many different people. Through my involvement with other organizations, I learned how to adjust the way I speak and communicate with different people. Through the skills and knowledge I learned from my classes and organizations I was able to effectively communicate with legislators and their representatives.

My views of academic, political, social, cultural, and economic environments were expanded through the Social Work Advocacy Day at the capitol. I became more aware of the impact of policy on the micro, mezzo, and macro levels. Because of my classes and organization involvement, I was able to use gained knowledge and skills and apply them to my meetings with legislators and their representatives on a political level. I also became more aware of the impact policy can have on social, cultural, and economic environments after speaking to political representatives about the policy my group chose to focus on. My experience at the Texas Capitol during Social Work Advocacy day allowed me to broaden my views and increase my global awareness. I am thankful for the opportunity and look forward to communicating with others in political, social, cultural, and economic environments in the future.
As a member of the Tarleton Social Work Program’s Social Welfare Policy class, I participated in Social Work Advocacy Day at the Texas Capitol. This experience allowed me to understand how the knowledge and skills that I acquired in the Tarleton Social Work Program, core college coursework, and experiences outside of the classroom were all necessary for the experience to be successful. One example of such a skill was speaking effectively. In the Tarleton Social Work Program, effective speaking was taught in classes such as Social Welfare Policy, Methods of Interviewing, and Social Work Practice I. The skill of effectively communicating orally was also taught in core courses, such as Speech. In addition to this, I have learned how to effectively communicate orally in experiences such as volunteer work. I served as a volunteer for a local charity named Backpack Buddies. It was imperative to be able to communicate with many individuals effectively in that environment. The skill of effective oral communication was taught and practiced in numerous areas of my education, and it was essential in being able to effectively advocate during Social Work Advocacy Day at the Texas Capitol.

The experience of the Social Work Advocacy Day at the Texas Capitol also had an impact on the development of my global awareness in the context of academic, political, social, cultural, and economic environments. I learned how academic concepts such as effective oral and written communication can be applied to a professional and political environment. I also learned how the political environment has a direct impact on social and economic issues. As my group met with political representatives at the Capitol, the social and economic issues surrounding state policy issues were discussed. These discussions also made me aware of how policy issues affect different areas of the state based on individual circumstances, including social climate, cultural issues, and economic state. The experience of the Social Work Advocacy Day at the Capitol has increased my awareness on a global scale.
STUDENT 12.

Bridge the 3 together (core subjects, real world, major coursework)

This real-world experience enabled myself to apply many past learned experiences and educational experiences within the process of writing the policy-analysis paper. When writing I implemented several core subject values such as; writing skills, math, and English. Also, I used social work skills from all of my social work classes. When we went to Austin to speak with legislators this allowed me to implement real world experiences. During this experience I used communication skills, active listening skills, and assessment skills. The communication skills were implemented when I was speaking with the legislator to gain a better understanding of his opinions and outlooks on the policy analysis subject. Active listening went hand in hand with the communication skills, while communicating I was also listening to what he was saying and showing I was listening by gestures to build rapport, and remember the information being shared so I could later use it write the paper. Lastly, the assessment skills came after the meetings when I began using his information to write and build my stance on my paper. Overall the lessons I have learned in school and outside of the classroom all equally impacted my experience with the policy analysis project.

Global Impact

Academically I grew within this ALE in many areas, the biggest impact within my academics was the hands on experience I received and saw real world issues relating to my future profession. Politically I learned the most of all, I learned to analyze and read a bill, how to look one up, and how to understand one. Also, in Austin, I saw how the Texas political system was arranged and interacted with legislators who are in the political community at the state capitol. When interacting with the legislators I also gained social experience. Not only was I interacting and communicating with a legislator I was also taking in the experience overall being around other social work majors and legislators at the capitol and being capable of interacting with them in a professional manner. Culturally I interacted with many different people who shared various cultures. Also, when researching information to completing the writing I saw differences in cultures that were impacted by the topic I was researching. This helped me understand and see the different efforts needed in the different cultures. Also in the different economic systems I could better understand the differences in the different economic systems. All of the experiences and subjects I grew in will better equip me in the future globally when working with the population I researched and in the future of working with anyone and researching a specific topic.
STUDENT 13.

During this experience, there were many skills that were used from both core course work and course work that is required for the social work program. Skills were utilized from core classes such as English and Communications. We used skills from both of these classes to conduct the interview process, present ourselves professionally in person and in all email communication and while creating the list of questions to ask the legislators. When it comes to skills gained from the Social Work course work, classes like Practice 1 and Methods and Skills of Interviewing were vital to our success in Austin. The skills we used include conducting interviews to gain information about food insecurity from legislators at the capitol. We also used skills that we learned throughout the duration of these classes in regards to the use of facial expressions and tone of voice during the interview process to ensure our feelings and thoughts were easily understood.

During this experience I learned about how many contributing factors could cause people to be without food. This truly opened my eyes to how globally and in the community of Stephenville the causes of food insecurity cannot be connected to just one reason. This experience also opened my eyes to the fact that even Tarleton State is affected by hunger and how changes need to be made to prevent this. This experience allowed me to see how nationally and even globally political changes need to be made to insure food security at levels. As a whole, this opportunity gave me the ability to better understand food insecurity from many perspectives: locally, globally, politically and personally. These many different view points of hunger gave me the opportunity to truly understand the impact that it has on our community, country and world.
STUDENT 14.

1. The student was able to apply her core courses such as English and history during the policy analysis paper. The student was able to apply her English course by the written paper she conducted. Being able to recall information about grammar and writing papers was crucial in the effort of writing the paper. The student also applied history by researching events occurring in history dealing with her topic of first generation college students. Being aware of events in history that have an impact on her topic was beneficial. The student was able to make use of her major courses as well by applying communication skills she had developed during the practice one course. She had to conduct a meeting with an elected official, which then was processed into the paper. The student was able to use the skills she has developed in class during the interview. She was also able to use skills of working within a group, which have been developed in her major classes such as practice one, and policy. The entire project required the student to work within her group, which helped build on her skills of working with others. The student has been a part of mission trips and volunteer work, which has also helped her in the process of working well with others.

2. The student was able to use her academic education during the policy analysis project by applying the knowledge she has gained over the last three years to her project. She was able to use her communication skills and English skills, which have been developed in her academics. The student chose a policy from the 82nd legislature and a section from the Higher Education Opportunity act and applied the knowledge to her paper, which deals with political efforts. The student learned how to work with a culturally diverse group and still make sure the rally ran smoothly. She was able to work with different minds and come to one common ground. Economically as a group for our rally we were able to receive and gather resources for students attending our rally for free. The student believes using all of these skills will help her in the future as a professional because she is aware of the global aspect of situations and can apply the things she learned during this project to help her in future practice.
STUDENT 15.
Real world experiences, such as meeting with the legislators, and interacting with the Tarleton community has made me realize how policies have made and have contributed to the Tarleton community. Due to research I have come to the conclusion in which problems faced in one community are also, encountered at a macro level nationwide and is experienced with other people. Prior I never thought about legislation, bills, or laws. Social work is embedded within multiple polices and I have been able to observe how policies are encountered within my day to day life without notice. In my core classes I have learned how to assess problems at a macro, micro, and mezzo level. For example, student, friends, and community. When I first started the social work program I had an idea of how to interact in the 3 types of levels mentioned above, but could not imagine how to engage. Each core curriculum class embedded in the social work program has informed me how to interact at different level and different approaches to use with each level. Service learning introduced me and helped me experience the population of FGS and explore the population in depth. Policy has been the most interesting class I have taken because I have learned how to interact and integrate information given to me by a legislator to incorporate their statement into research and also integrate it to FGS due to the fact in which one of the speakers whom I spoke to was an FGS.

My views have alternated from a very narrow point of view to a holistic approach. Learning multiple aspects such as culture, economic environments, and politics have allowed me to keep an open mind and explore the different aspects mentioned above. Being educated on such aspects like the ones above have increased my contribution to society and participate more in community related activities and programs. I used to be judgmental but, applied learning experiences have allowed me to gain knowledge and know how I can be a start to a change at a micro, mezzo, and macro level. I have explored cultures other than my own and have gained multiple perspectives of different cultural and ethnic views which differ from my own and I have learned how to accept and respect every individual’s perception.
STUDENT 16.
This real-world experience I encountered in my Policy class has enabled me to analyze how my general education classes, my social work classes, and my real life experiences are intertwined to allow me to effectively participate in individual and group work. One task this semester was to schedule a meeting with a legislature in Austin. I used my skills from Speech, Methods and Skills of Interviewing, and my experience as a mother to a high school student who is involved in the dual credit program. All of this has allowed me to effectively communicate with Mr. Cocke and ask intelligent questions to expand my knowledge on issues impacting first generation college students and how his office felt about current policies affecting such students. The rally my group organized used many skills I have gained from different areas of my life such as time management in my personal life, math skills I acquired in general education, and contacts I have made while here at Tarleton. Writing my policy analysis paper required skills I have gained throughout English courses, all of my social work courses, and skills I have been working on since the beginning of my education navigating the library databases.

The applied learning experience this semester has allowed me to recognize how my education and my real-life experiences aid me in acknowledging the impact each person has or has the potential to have on their environment. By completing the research for the policy analysis paper I was able to conclude the impact one person is able to make on an individual. By empowering students to attend college they are potentially increasing their positive impact on their community, in turn this could reach further than the community depending on the individual. The experience allowed me to realize my personal potential and the positive impact I can make on my community and society. Everyone should have the right to a higher education if that is their desire.
STUDENT 17.
During the real-world experience in the Social Welfare Policy course, I utilized various aspects from my core curriculum classes, classes within my major and extracurricular activities. From my social work courses, I employed several social work skills of communication, such as active listening, observing, and empathy. I also referred to theories of human behavior when interacting with others as well as my knowledge of policies when facilitating the event performed. From core curriculum courses, I utilized aspects of speech when public speaking, psychology when hearing the speeches of others over the impact of their personal experiences, and sociology when witnessing how the individuals fit into the social environment of college. Furthermore, I accessed information obtained from extracurricular activities surrounding previous volunteering efforts in setting up and facilitating the event. This allowed familiarity and skills in multitasking, delegating responsibilities, and group work while conducting the event.

The event expanded my view academically by exposing me to the opportunity of conducting, applying, and integrating academic course work and knowledge into a real-world experience. Socially and culturally, I was able to gain an exposure to a diverse population of attendees and speakers at the event. The exposure broadened my perspective on the unique differences and cultures of individuals and the manner in which it impacts their lives in the social environment. My political and economic views were also expanded when knowledge was required over local policies and finances governing the process of facilitating the event. Several procedures were required in preparing and conducting the real-world experience. The expansion on these views will prepare me to meaningfully contribute to a larger global society by allowing me to gain exposure and familiarity within these areas. Knowledge and experience from this event enabled the possibility and opportunity to broaden my perspective on a larger level.
STUDENT 18.

The student in the Social Work Program at Tarleton State University was enrolled in the Social Welfare Policy class taught by Dr. Hall. While in this class the student was given the opportunity to have a rally supporting student veterans on the Tarleton University campus, the student also attended a trip to Austin, Texas for the Social Work Advocacy Day at the capitol. While attending the trip to Austin and helping to have a rally for student veterans on campus the student was able to use knowledge she learned while taking core classes and social work classes. The student has taken Service Learning while in this program, this class allowed her to volunteer with the veterans in her community. While volunteering with veterans in need she was able to use her knowledge of history to help her be able to work with the different veterans from several different wars, also in this course the student was able to use the knowledge that she has learned in her statistics class to be able to analyze information about veterans in order to determine what policy the student could have a rally for that would help veterans on campus. The communication skills she has developed while taking a public speaking course and interview skills she had developed in Methods and Skills of Interviewing helped her to be able to communicate with this diverse population. While attending the meetings in Austin the student was able to use the knowledge she has obtained in her Social Welfare Policy class and her Texas and American Government classes in order to be able to communicate with the legislatures she met with while in Austin.

The experiences the student had while in this course have expanded her views of academic, political, social and economics environments that affect the global society. The student’s views have expanded because of the interaction with her peers, the veterans and the legislatures. These experiences have made her more aware of the impact one person can have on the lives of others. While attending the trip to Austin the student did acquire the knowledge of the effects the legislature has on veterans and their benefits. Veterans depend on the legislature for all of their benefits while in the service of the military and after they are no longer in the military. Veterans are a part of all societies in the world they fight to protect the citizens from their own countries. Growing up in a military family has made me aware of the needs veteran have for services in their communities, states and country. While getting to know the veterans in her community through her volunteering with the veterans and then having a rally to support student veterans on campus the student became aware that veterans on the Tarleton campus were also in need of services that are different than the needs of older veterans that are out in the community.
STUDENT 19.
My real world experience encounter was when the Social Welfare Policy class took a trip to Austin to discuss different policy in affect, effecting a particular population in which the class was assigned to advocate for. Throughout my Social Work courses, especially the Social Welfare Policy course effective advocacy methods was taught, not to use to get what we want, but to use to stand up for a right that you believe is fair for all constituents in the population that we chose to serve. The basic communication course was also helpful into learning how to speak and professional speak and educate others on issues and help them understand the logic of the issues and encourage them to look into the issues as it is a concern for at least the one person that has mentioned the topic. My involvement in the Student Social Work Association at Tarleton has as well provided me with skills to speak frankly on issues, to vote for matters in which would be in favor of benefitting others and even holding leadership and seeing to that actions are made to address and correct issues that are strongly believed in.

My global awareness towards Policy Analysis include areas such as academic, political, social, cultural and or economic environment has grown over the course since I have been enrolled in the Social Welfare Policy Course. Socially policy advocators have to be aware of their environment and the political aspects in their community and also for the population they serve. The situation in which policy advocators see and have to prepare advocate methods for needs healing and not criticism for the population in which they are effortlessly assisting. Culturally people are different and come from all walk of life, thought things might not be the same for one person does not make them wrong; it just makes them unique and different. Economically people are on different levels, whether it be wealthy or poor, economical viewpoints are important as well and can help play a big role in an individual’s life depending on allowance of political matters. My global awareness is a part of me being aware that the world I live in is diverse and I’m competence in that, meaning that I have learned people are different and that I am willing to learn more from diverse individuals and also that people all over need methods of advocacy to stand up for what they believe in.
STUDENT 20.
Knowledge was applied from Methods and Skills of Interviewing, Service Learning, Social Welfare in America, Practice 1, Communications, Government, and English. Knowledge from Methods and Skills and the Communications course were applied by using the communications skills learned in order to communicate with the Legislator in Austin as well as to communicate with students at the rally. I applied knowledge from Social Welfare in America to determine the programs and services available for First Generation college students and to determine the gaps in these services. The knowledge from service learning applied was the ability to work with my group in order to facilitate the rally. The knowledge applied from Practice 1 lowering the use of biased language and using more professional language when writing papers. The knowledge from English was applied by using the writing skills learned within the course to write a policy analysis. The skills applied from Government were used in order to find policies relating to First Generation College students.

This real world experience made me aware of the lack of policies in direct relation to First Generation college students. For me, this means there is the possibility of more advocating needing to happen on behalf of First Generation College students in order to ensure their economic stability. The experience also made me aware of how diverse the issues First Generation College students face are. The majority of them face the same issues but in different ways. There is also the fact of language barriers for First Generation students of different cultures which needs attention.
STUDENT 21.
Throughout the policy class there were many classes in my discipline and outside the discipline that helped conduct professionalism. One class that was important when conducting interviews that took place at the capitol in Austin Texas was communications (speech) class. In the communications class we were encouraged to stand in front of our peers and give speeches that were picked for us by our teacher. We also had the opportunities to work in small groups in the communications class. These skills were used in the Policy class and the trip to Austin when we were asked to contact legislatures to ask for an interview. The interview took place at the capitol with the legislature and the food insecurity group. Having taking the communication class it helped me communicate with others effectively. It also gave me the confidence to stand in front of others and speak on the topic. A class in my discipline that contributed to the success of my policy class is Methods of Interviewing. This class prepared me how to conduct an interview effectively and professionally. This skill was also utilized in Austin when the food insecurity group had the opportunity to ask legislatures questions about food insecurity and Supplemental Nutrition Assistance Program (SNAP). My own personal experience also benefitted me in the Policy class. I had the opportunity of working in a convenient store which allowed me to associate with many diverse individuals. The skill of having the opportunity of interacting with diverse individuals helped me when we took the trip to Austin and when the food insecurity group held a rally at Tarleton State University.

Throughout the course of policy I have gained knowledge on many different levels when looking at the issue of food insecurity. On a world-wide, global view food insecurity is an issue that many individuals face on a daily bases. After going to Austin and talking to legislatures about the issue I learned that there are many policies in place that help aid food insecurity and SNAP. I also gained knowledge throughout the semester of federal and state policies that affect food insecurity and do not contribute positively to the issue. These policies are trying to take money away from SNAP. The applied learning service experience of this semester impacted me on a level of understanding that individuals are trying to make changes for the better. During the semester the food insecurity group held a rally at Tarleton State University, this rally helped me see how many people are acknowledging that food insecurity is a problem. The problem is not just in the city of Stephenville, Texas but globally. The experience allowed me to utilize my skills and realize my personal potential to help benefit the community and society.