SW 647. Policies and Services that Enhance Community Participation and Well-Being

Winter 2006: Tuesdays 11:30 – 2:30, Section 003
SEB 3003 (School of Education Building)

Instructor: David Sommerfeld
Email: dsommerf@umich.edu
Office: 2766 SSW
Office Hours: Wednesday 9-11 or by appointment

1. Course Description

This course will analyze those policies and services that promote or inhibit the development of civil society, enhance or deny human rights, and contribute to the attainment of social justice or sustain the existence of social injustice. Emphasis will be placed on those policies and services which serve to enhance social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. The course will also integrate an intensive focus on how policies and services, particularly at the local level, maintain or diminish the existence of oppression and privilege in U.S. society. Programs provided by various units of government, nonprofit and social service organizations, and corporations will be reviewed, and various partnerships and collaborations among funders, service providers, and community groups will be examined. The course will also explore ways in which the involvement of community members can lead to the construction of socially just policies and services that can overcome the effects of privilege and oppression.

2. Course Content

Students will learn that community well-being is enhanced when social problems are managed, human needs are met, and social opportunities and human rights are optimized. Both problems and needs are the outcome of interactions between individuals, collectivities, and the larger society. The implications of these interactions will be examined in the context of a diverse society, with special attention given to the relationship between policy development and implementation, the attainment of social justice goals, and the eradication of oppression and privilege. Attributes of such policies and programs include, but are not limited to, enhanced opportunities for social participation, economic security, heightened respect for diversity, increased voluntary action, and greater corporate responsibility.
Selected laws, programs, and structures that enhance citizen participation within diverse populations will be described and compared. Emphasis will be placed on those that enable the sustained and meaningful participation of diverse and oppressed populations and on the social worker’s responsibility for facilitating such participation. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and consumer involvement in promoting and guiding positive social change. In many of these, participation is intended to enhance citizen capacity to initiate and oversee action. However, participatory structures are also intended to assure the responsiveness of programs of a promotional, service, or preventive nature. These programs are designed to promote social justice by reducing poverty and economic insecurity; address personal crises and community emergencies (such as those brought about by violence against persons and property, nature and environmental disasters, war and terrorism, or economic dislocation); resettle and integrate refugees and other immigrant populations; overcome the consequences of privilege; and respond to the needs of oppressed groups seeking social justice (e.g., women, racial, religious, ethnic and sexual minorities, the disabled, and other oppressed groups). In addition, the participatory opportunities provided via self-help, grassroots associations and informal networks, and congregational-based service providers will be explored.

3. Course Objectives

Upon completion of the course, students will be able to:

1. Within the context of a diverse society, analyze relevant policies and services that promote social justice, encourage social participation, community well-being, human rights, and economic security, and enable individuals and groups to overcome the consequences of privilege and oppression.
2. Demonstrate familiarity with selected aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting community participation and well-being.
3. Locate and apply commonly used indicators of social, economic, and other measures of community well-being to diverse populations that are experiencing the effects of social injustice and oppression.
4. Analyze how privilege, oppression, and injustice affect the levels and types of participation possible and desirable for members or representatives of diverse communities in mediating structures that are intended to promote well-being.
5. Identify the political, social, economic, and cultural factors that lead to or detract from such participation among oppressed populations.
6. Understand the roles social workers can play at the community level in promoting the well-being and sustained participation of its members.

4. Course Design

In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, simulations of real-work processes, films, videos, and speakers presented in the classroom will provide the contextual background for student assignments in the community. Lectures by the instructor will be complemented by student presentations and by
speakers representing consumers, providers, professionals, and volunteers involved in advocacy, community education, and service delivery.

5. Relationship of the Course to Curricular Themes

- **Multiculturalism and Diversity** will be addressed in this course through the emphasis on enhancing the well-being and community participation of populations and groups that have been historically subject to discrimination, injustice, and oppression. The issues to be examined will include the motivations for, content, and impact of laws and regulations affecting human rights and nondiscrimination on the basis of race, gender, disability, age, religion, and sexual orientation.

- **Social Justice and Social Change** underlie the creation of mediating structures, programs, and policies expressly designed to enhance community well-being. Students will examine these issues as well as social work’s historical engagement in planned change and the meaning of its underlying commitment to social justice in the contemporary environment.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be examined in terms of whether programs and policies are effective or ineffective in their promotion, prevention, treatment, and rehabilitation efforts. Sometimes, programs designed to express these themes complement each other – for example, when participation enhances promotion and prevention, and both are part of a comprehensive strategy of change. The course will also focus on how policies and services can promote the goal of social justice and, by addressing the structural causes of privilege and oppression, prevent the emergence or reemergence of their consequences. For these reasons, the extent to which programs and policies are infused with these themes and how they interact with each other will receive critical analysis.

- **Behavioral and Social Science Research.** This course will be based on the twin assumptions that the programs and policies to be studied can be understood through social scientific methods and that scientific concepts can also be used in the design of effective programs and policies. However, even this assumption needs analysis. Scientific perspectives can lead to very different interpretations of social issues and, consequently, different policy and programmatic responses. For example, much of sociology can be divided into (1) structural/functionalist perspectives which advocate the eliminating of cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation; and (2) conflict perspectives, which assume that societies tend towards conflict because power and resources are inequitably distributed and that, in the long run, conflict is positive because it increases the likelihood of expanding access to social goods. These perspectives infuse many of the readings and analyses presented in this course. Applying one or the other can lead to different interpretations of events and social processes and to very different social agendas and programs for social change. For this reason, even the social science knowledge base of this course will itself be subject to examination.

- **Social Work Ethics and Values.** This course will address ethical and value issues related to policies and services directed at social participation and community well-being. The NASW *Code of Ethics* and other sources of the profession’s ideology and values will be used to
inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote social justice in a diverse society by preventing and eliminating discrimination, oppression, and privilege, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as the meaning of self-determination in a multicultural society, the impact of information technology on client confidentiality and privacy rights, and the concept of the client’s interest, proper and improper relationships with clients, interruption of services, and termination.

6. Required reading:
Coursepack is available online via our CourseTools website or through UM’s Mirlyn library website and selecting “Course Reserves”. Students are also encouraged to read local and national newspapers such the New York Times, Washington Post, Detroit Free Press, which can be accessed online for free. Additional articles may be distributed at least one week prior to when we will discuss them.

7. Assignments: (each assignment will incorporate the special focus on Privilege, Oppression, Diversity and Social justice)

Assignment 1: Reflection Papers
Students will submit a reflection paper online (via Ctools) for at least 10 of the weeks with assigned readings. These short papers should reflect upon and integrate material in the readings with your personal experiences and/or your field work experiences. Reflection papers should incorporate one or more aspects of our focus on privilege, oppression, diversity and social justice as well as material from relevant articles in The New York Times or other newspapers. Postings to Coursetools should be brief and concise, 1-2 pages in length. I may use some of your responses in class for discussion purposes (if you want a posting to remain anonymous please indicate). Papers are due by midnight each Sunday night prior to our Tuesday class. Late postings will not earn credit. The reflection entries will count towards 20% of your grade.

Assignment 2: Analytic Paper
This assignment requires each student to analyze the policies and services in one component of the community’s subsystems in terms of how they enhance community well-being within the specific area of concern. The final product will be a written paper of 10-12 pages, documenting the effects of the policies, programs, and services in the area selected. You must incorporate one or more areas of our special focus; privilege, oppression, diversity and social justice in your paper. The paper will adhere to a policy analysis framework, such as one discussed in class. This paper will be worth 30% of your grade. Papers are due by the start of class on March 21. Late papers will be reduced one-third of a grade (eg B+ to B) for each day late unless prior arrangements were made.

The following steps will help you complete this assignment satisfactorily:
1. Select one of the five components of community we are studying this semester; economic, social, health, housing or cultural subsystems (if you would like to focus on another area please talk with me).
2. Review relevant literature defining/identifying community well-being as it applies to your selected area.
3. Using a policy analysis framework, identify and discuss policies and/or services in your selected community area in terms of how they enhance or impede community well-being.
4. In your discussion of how policies and/or services enhance and/or impede community well-being pay particular attention to the concepts of privilege, oppression, diversity and social justice.
5. Suggest recommendations for improvements within your selected area.

Assignment 3: Task Group Project
This is a small group effort requiring community–based participation with the groups created during the beginning of the term. Each group of ~5 students will take responsibility for identifying, researching (conducting a literature review and key stakeholder interview), analyzing, conducting an in-class simulated community assessment, writing a report, and presenting its findings to class regarding the policies and processes that support, facilitate, enable, or prevent community participation in one component of the community’s subsystems covered in the course syllabus (e.g., cultural activities, housing etc.). Remember to incorporate our focus on privilege, oppression, diversity and social justice. Each group will conduct a simulated ‘community assessment’ during class utilizing the other class members as representatives of their community. The ‘community assessment’ will utilize one or more of the assessment tools discussed in prior class sessions, such as written community surveys, focus groups, community forums, and need or asset surveys, and will build upon the task groups prior research and discussion.

In order to make this project relevant and meaningful the focus of this assignment will be the community of students at the school of social work and each groups’ task will be to identify relevant current policies and services that effect some aspect of the designated topical area and recommend new policies or services and the corresponding strategies that, based on your assessment will move the community from the status quo to the desired future state. For instance the group working on economic well-being may focus on the impact of the minimum wage legislation on MSW students or the University policy regarding tuition paid by MSW candidates, the group looking at healthy environments may focus on access to medical care or aspects of the physical environment such as more bike paths or less pollution (eg greater use of public transportation), the housing group may review and propose alternative policies and services regarding housing arrangements for this student community, the social well-being group may review and recommend policy or services regarding civic participation of the social work student community while the culture group may focus on policies and services that support or impede the communities use of cultural activities to express itself.

Each task group will submit one paper. Papers will be 10 to 12 pages long. Papers will identify existing policy, incorporate a review of selected relevant literature, at least one key stakeholder interview, the ‘community assessment’ data, a Force Field Analysis and strategies and tactics to motivate ‘community civic participation’ to accomplish your goal. Individual evaluations of each group member by each other group member will also be due along with the group paper. All material will be placed in a three ring binder with appropriate table of contents and sections.
clearly identified. The task group project is worth 40% of your grade.

**Class Participation:** Students are expected to attend every class session, come prepared by doing the required reading, and participate in group discussions and exercises. Each week we will engage in group activities and discussion, therefore attendance is very important. Students are expected to attend every class session and participate in discussions and group exercises. In addition, groups of students (3-4) will be responsible for leading a discussion of the readings during the first portion of the term – each student will sign up for one week. This entails developing a set of discussion questions, reflections, or any other manner in which to engage the class in highlighting main points or interesting connections from the readings. Class participation will be worth 10% of your grade.

**8. Grading**
Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

A+  97-100  B+  87-89  C+  77-80  D  <69 (no credit)
A   93-96   B   83-86   C   74-76
A-  90–92  B-  81-83  C-  70-73

The criteria for each grade are as follows:

- **A or A-** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.
- **B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- **B** Mastery of subject content at level of expected competency – meets course expectations
- **B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- **C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- **F** Student has failed to demonstrate minimal understanding of subject content.

**General Guidelines for Written Work**
All assignments are due on the date and time specified. Lateness will result in a reduction of your grade for that assignment and consequently for the course. If you have schedule conflicts with one of the due dates, you must see me ahead of time. If you have any special needs with respect to religious observances, health or disability, or other concerns that may affect your fulfillment of any course requirements, please see me individually.
All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Page limits do not include title page, references, or any charts/tables. Use APA style for your papers, including proper headings, citations and page numbering. I grade all papers anonymously. With each paper submission, please include a title page with only your student ID #. After all papers are graded, I will identify the authors and record the grades.

In general, you should use peer-reviewed materials or original historical/primary source materials for your research papers. Government web sites may also be used as primary sources. If you use research published by research institutions (e.g. think tanks), try to balance their analyses with reports from other institutions with different political or ideological perspectives. When citing a website, be sure to fully spell out the website address, so that the reader can find web page you used.

Writing quality is important. Please read and re-read your work before turning it in. Also, it is generally helpful to have someone who is unfamiliar with your subject read your paper before you turn it in. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. For further assistance with writing, you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

9. Class Schedule and Readings
Note: Readings for this course have been selected to reflect policies at the community and social systems level. Students should come to class having read the assigned readings and prepared to discuss and integrate them with classroom and field content. Some in-lass exercises have been developed to synthesize and apply readings to practice situations. Please bring the readings to class.

1. (1-10) Introductions and Course Overview

2. (1-17) MLK Day Discussion & Community Institutions
Readings:


3. (1-24)  **Concepts of Community Well-Being**  
**Readings:**

4. (1-31)  **Concepts of Community Participation**  
**Readings:**


5. (2-7) Promoting Economic Well-Being at the Community Level

Readings:


6. (2-14) Promoting Social Well-Being at the Community Level

Readings:


7. (2-21) Cultural Activities, Community Participation & Well-Being

Readings:


(2-28) SPRING BREAK

8. (3-7) Creating a Healthy Physical Environment & Community

Readings:


9. (3-14) **Developing Affordable and Safe Housing**

Readings:


10. (3-21) Promoting Economic Well-Being Through Civic Participation

In-Class: Simulated Community Assessments for Economic, Social, and Culture Groups

Readings:


• Chuck Collins (May/June 1995):“Aid to Dependent Corporations”, *Dollars & Sense*: 5-17 40.


11. (3-28) Promoting Social Well-Being Through Civic Participation

In-Class: Simulated Community Assessments for Health and Housing Groups

Readings:


12. (4-4) Promoting Cultural Activities and Healthy Communities Through Civic Participation

Group Presentations and Papers due: Economic, Social, and Culture

Readings: Cultural Activities


• Southeastern Michigan Community Partnership for Cultural Participation (December 1999), Southeastern Michigan Geodemographic and Database Analysis (Executive Summary), Southfield, MI: Art Serve.

Reading: Healthy Environments


13. (4-11) Creating Affordable and Safe Housing Through Civic Participation

Group Presentations and Papers due: Health and Housing

Readings:


14. (4-18) Course Review and Evaluation
## Checklist to Evaluate an Oral Technical Presentation

*Note: All presenters have their own style. The goal is to improve each person's ability to communicate using his or her own style, not to get everyone to use a similar style.*

### The Opening
<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately captured the interest of the audience and convinced them to pay attention</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Made the necessary introductions of self and others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Indicated what would be covered and how it would be covered</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Clarified the audience's role (e.g., what is expected of them, when questions should be asked)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The room arrangement, podium, AV equipment (if present) helped involve the audience</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

### Organization
<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>Communicated an obvious organizing scheme making comprehension and retention easy</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Is clearly organized and the progression of ideas is easy to follow</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Main ideas were clearly distinguished, e.g., into comprehensible parts or sections</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Each section was introduced and concluded well</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Transitions were used from one section to the next</td>
<td>1 2 3 4 5</td>
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### Content
<table>
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<tr>
<th>Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>Appropriate content (not too much or too little covered)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Supporting facts and data were adequate</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Information was geared toward the needs and concerns of the audience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Basic content (who, what, when, where, why and how) were covered</td>
<td>1 2 3 4 5</td>
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### Delivery Style
<table>
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<tr>
<th>Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>Presentation was not predominately the reading of a pre-written speech</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Presenter(s) was(were) well prepared</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Used a natural and relaxed speaking style appropriate to the audience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Did not speak too fast or too slow</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Used appropriate eye contact</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Used appropriate body language, e.g., gestures and movements</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Was easy to hear and understand</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Affect was appropriate, e.g., enthusiasm, confident, concerned, indignant, etc.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Uses obvious repetition, parallel, rhythm &amp; pace, varied volumes, and pauses to break monotony</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Uses a variety of styles, e.g., logical (arguments), intellectual (facts), emotional (stories), humor</td>
<td>1 2 3 4 5</td>
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### Audiovisuals
<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>Audiovisuals were titled, clear, easy to understand and not overly simple/complex</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Audiovisuals were used appropriately (as handouts, overheads, appropriate number)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Presenter was familiar with the audiovisuals</td>
<td>1 2 3 4 5</td>
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### The Closing
<table>
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<tr>
<th>Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>The conclusion summarized the presentation</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Major points/results and their importance were emphasized</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The next steps were spelled out (if appropriate) and persuasively endorsed</td>
<td>1 2 3 4 5</td>
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### Audience Participation (optional)
<table>
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<th>Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>Presenter(s) listened to questions (possibly planted by speaker to break the ice) and answered appropriately</td>
<td>1 2 3 4 5</td>
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**List several things about the presentation you liked:**

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**List several things about the presentation that could be improved:**

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**Write additional comments on back:**

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**Signature ________________________________**
7. Required reading:

Coursepack is available online. Students are also encouraged to read the *New York Times* daily.

7. Assignments: (each assignment will incorporate the special focus on Privilege, Oppression, Diversity and Social justice)

**Assignment 1: Reflection Paper.**

Students will submit a reflection paper online (via Ctools) each week. Reflection papers should reflect upon and integrate material in the readings with your personal experiences and/or your field work experiences. Reflection papers should incorporate one or more aspects of our focus on privilege, oppression, diversity and social justice. They must also include material from pertinent articles in The New York Times or other newspapers. Postings to coursetools should be brief and concise, 1-2 pages in length. Papers are due by midnight each Sunday night prior to our Tuesday class. Late postings will not earn credit. The reflection entries will count towards 20% of your grade.

In addition, students will be responsible for leading a discussion of the readings for one week. Coming up with a series of reflections on interesting aspects of the readings and a series of discussion questions.

**Assignment 2: Analytic Paper.** This assignment requires each student to analyze the policies and processes in one component of the community’s subsystems covered in the course syllabus in terms of how they enhance community well being within the specific area of concern. The final product will be a written paper of 6 to 8 pages, documenting the effects of the policies, programs, and services in the area selected. You must incorporate one or more areas of our special focus; privilege, oppression, diversity and social justice in your paper. The paper will adhere to a professionally accepted policy analysis framework, such as the one presented and discussed in class. This paper will be worth 30% of your grade. Papers are due on March 20. Late papers will have one point deducted for each day late.

**Assignment 3: Task Group Project.** This is a small group effort requiring community-based participation. Task groups will be created during the first two weeks of class. Each group of 5 – 6 students will take responsibility for researching, identifying, analyzing, conducting an in-class simulated community assessment, writing a report about, and presenting its findings to class regarding the policies and processes that support, facilitate, enable, or prevent community participation in one component of the community’s subsystems covered in the course syllabus (e.g., cultural activities, housing etc.). Remember to incorporate our focus on privilege, oppression, diversity and social justice. Each group will conduct a simulated ‘community assessment’ during class utilizing the other class members as representatives of their community. The ‘community assessment’ will utilize one or more of the assessment tools discussed in prior class sessions, such as written community surveys, focus groups, community forums, and needs or asset surveys, and will build upon the task groups prior research and discussion.

In order to make this project relevant and meaningful the focus of this assignment will be the community of students at the school of social work and each groups’ task will be to identify relevant current policies and services that impact participation in the selected arena, and recommend new policies or services that, based on your assessment will move the community from the status quo to a desired future state. For instance the group working on economic well being may focus on the impact of the minimum wage legislation on MSW students or the University policy regarding tuition paid by MSW candidates, the group looking at work environment may focus on the policy and services regarding work study programs, or paid field placements, the housing group may review and propose alternative policy and services regarding housing arrangements for this student community, the social well-being group may review and recommend policy or services regarding civic participation of the social work student community while the culture group may focus on policies and services that support or impede the communities use of cultural activities to express itself.
Each task group will submit one paper. Papers will be 10 to 12 pages long. Papers will incorporate a review of selected relevant literature, the 'community assessment' data, a Force Field Analysis and strategies and tactics to motivate 'community civic participation' to accomplish your goal. Individual evaluations of each group member by each other group member will also be due along with the group paper. All material will be placed in a three ring binder with appropriate table of contents and sections clearly identified. The task group project is worth up to 40% of your grade.

Class Participation. Students are expected to attend every class session, come prepared by doing the required reading, and participate in group discussions and exercises. Each week we will engage in group activities and discussion, therefore attendance is very important. Students are expected to attend every class session and participate in discussions and group exercises. Class participation will be worth 10% of your grade. Class participation will be graded based on the self-assessment form that is at the end of this course outline.

8. Grading

Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69</td>
</tr>
<tr>
<td>&lt;69</td>
<td>no credit</td>
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</tbody>
</table>

9. Class Schedule and Readings

Note: Readings for this course have been selected very carefully to reflect policies at the community and social systems level. Students should come to class having read the assigned readings and prepared to discuss and integrate them with classroom and field content. Some in-class exercises have been developed to synthesize and apply readings to practice situations.

A grades are given for exceptional individual performance. Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. A D indicates deficient performance and is not acceptable at the graduate level. Assignments turned in on time can be revised if students desire. A major part of your grade for written assignments is based on your clarity and thoroughness. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors or is difficult to read and will be marked down. All assignments should be double-spaced, using 12-point font, no less than 1-inch margins. You should turn in all written assignments on time. Having assignments in on time will assist me in reading and grading them in a timely manner. In general, a paper will be marked down for each day it is late. Exceptions will only be made for extreme circumstances; this requires documentation. If you expect that you are going to be late turning in an assignment, let me know as soon as possible so I can plan accordingly. Please try to anticipate your responsibilities and start your assignments well in advance of the due date. Be sure to back up your computer files and keep a hard copy of your work.