



SWK-S 618 Social Policy & Services - Community & Organizational Leadership (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX
Office: XXXXX
Email: XXXXX
Phone: XXXXX
Office Hours: XXXXX

Course Description

The purpose of this course is to develop the competencies necessary to effect policy change for service delivery systems at an organizational, community, and legislative levels. Emphasis is placed on policy practice, policy analysis, and advocacy leadership with direct involvement in the political and organizational processes as an integral part of the learning process. The content of the course will focus on the role of the "social policy practitioner" examining closely the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to diverse and oppressed populations.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 5: Engage with Policy Practice

Social workers identify, assess, analyze, and advocate for social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services.

Course Objectives

- S693-01** Understand and analyze the major social issues and trends including their historical context affecting the development of social policy at all levels, locally, nationally, and globally.
- S693-02** Demonstrate a grasp of the legal frameworks along with the political, economic, and social constraints on agencies, historically and into the twenty-first century that influence and govern services.
- S693-03** Develop an awareness of the integral relation between policy and the structure, organization, and funding arrangements of service delivery systems as well as the intergovernmental relationships involved in dealing with policy issues.
- S693-04** Examine current data and research to analyze social policy issues as well as the impact of federal and state policies on related populations.
- S693-05** Analyze critically the issues of social, economic and environmental justice, and power, that lead to health inequities, discrimination and oppression (for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual



orientation, and veteran status) in relation to policy development, implementation, and evaluation.

- S693-06** Demonstrate cultural humility, cultural competence, and enhanced self-awareness when working with populations that have been traditionally marginalized (on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) recognizing the significant impact social programs and policies can have on these groups.
- S693-07** Engage in policy design using ethical frameworks to understand the policy formation process, policy research and analysis, along with the strategic planning needed for social policy initiatives.
- S693-08** Apply advocacy skills and strategies working in collaboration with community members, groups, and organizations to participate effectively in the legislative process.
- S693-09** Participate in writing a bill or a policy brief using evaluative measures and selective framework(s) that gauge the policy impact and the potential for unintended consequences.

*For this course, the general objectives apply to the Community and Organizational Leadership Practice Area.

Community and Organizational Leadership Specific Objectives

- S693-10** Demonstrate advanced leadership practice knowledge and skills in the overall policy formation process as related to work in public, nonprofit, private, and legislative arenas.

Required Texts

Bardach, E. & Patashnik, E. M. (2016). *The eightfold path to more effective problem solving (5th ed.)*. Thousand Oaks, CA: CQ Press. ISBN-13: 978-1483359465

Kettl, D. F. (2017) *Little bites of big data: How policy makers use data*. Thousand Oaks, CA: CQ Press. ISBN-13: 978-1506383521

Sharma, M. (2017). *Radical transformational leadership*. Berkley, CA: North Atlantic Books. ISBN-13: 978-1583948958

Smith, C. F. (2016). *Writing public policy: A practical guide to communicating in the policy making process*. New York, NY: Oxford University Press. ISBN-13: 978-0199388578

Course Content

In this course, students will develop essential policy practice skills with a focus on assessment, analysis and advocacy in relation to leadership roles that address diverse populations and correlating social issues. These populations include, but are not limited to, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status. Students will examine the significant political and policy contexts for relevant social issues at organizational, community, and legislative levels and will consider multiple policy strategies for achieving social, economic, environmental justice and combating the causes and effects of institutionalized forms of oppression. This course will also utilize a variety of policy frameworks and models to advance skill building with an emphasis on social work values and ethics and a focus on cultural humility at all levels of policy intervention.

Students will accomplish the learning objectives in this course through a variety of classroom tools including lectures, videos, small and large group discussions, group projects, written assignments and/or student



presentations. The primary evaluation of student learning will be completed through a policy analysis assignment that provides students the opportunity to research and evaluate a specific policy then develop a policy statement based on the outcomes of the overall policy analysis.

Resources

Other required readings will be accessible through Canvas on Modules and are identified by date. Additional articles may be assigned during the course to enhance students' knowledge and understanding of mental health policy via weekly updates.

American Psychological Association (2009). *Publication manual of the American psychological association* (6th edition). Washington, DC: Author.

Brown, A., Buchholz, D., Davis, D., and Gonzalez, A. (Eds.) (2015). *Economic mobility: Research and ideas on strengthening families, communities, and the economy*. Washington, DC: Board of Governors of the Federal Reserve System.

Mizrahi, T., & Davis, L. E. (Eds.). (2008). *Encyclopedia of social work* (20th ed.). Washington, DC: National Association of Social Workers.

National Association of Social Workers (2012). *Social work speaks: NASW policy statements 2012 – 2014* (9th ed.). Washington, DC: NASW Press.

Course Outline

Module 1: Course Orientation and Policy Overview

Dates:

Overview

- A. Introductions and orientation to the course
- B. Review of syllabus and course objectives
- C. Complete organizational tasks for class assignments
- D. Review of Module 1 - Policy Resources

Assignments

Readings

Syllabus

Dates:

Overview

- A. Describe the "Social Policy Practitioner"
- B. Define advocacy leadership in the context of the social services delivery system
- C. Review critical perspectives and theories for understanding and analyzing social policy

Assignments

Readings

1. Payne, M. (2016). Macro practice, social development, and social pedagogy. In *Modern social work theory* (4th ed.) (pp. 212-242). New York, NY: Oxford University Press.



- Schneider, R. L. and Lester, L. (2001). Advocacy's rich and diverse history. In *Social work advocacy* (pp. 5-51). Belmont, CA: Wadsworth/Thompson Learning.
- Review Module 2 - PowerPoint and Resources on Social Policy and Advocacy Leadership

Module 2: History and Ethics of Social Policy

Dates:

Overview

- Study historical decisions that have significantly impacted service delivery systems (mental health, as an example)
- Discuss the role of ethical decision-making in the development and implementation of social policies, past and present
- Explore ethical considerations for policy design
- Examine the function of service delivery systems in the policy formation process

Assignments

- Contemporary Topic Discussion
- Reading Response 1

Readings

- Sharfstein, S.S. (2000). Whatever happened to community mental health? *Psychiatric Services*, 51(5), 616-620.
- Hirshbein, L., & Sarvananda, S. (2008). History, power, and electricity: American popular magazine accounts of electroconvulsive therapy, 1940–2005. *Journal of the History Of The Behavioral Sciences*, 44(1), 1-18.
- Reamer, F. G. (2014). Social work in a digital age: Ethical and risk management challenges. *Social Work* 58(2), 163-172.
- National Association of Social Workers. (2015). Mental health. In *Social work speaks* (10th ed.) (pp. 214-219). Alexandria, VA: NASW Press.
- National Association of Social Workers. (2015). Substance use disorder treatment. In *Social work speaks* (10th ed.) (pp. 296-297). Alexandria, VA: NASW Press.
- Weinberg, M. (2017) The politics of ethics in human services: Dueling discourses. *Ethics & Behavior*, <https://www-tandfonline-com.proxy.ulib.uits.iu.edu/doi/full/10.1080/10508422.2017.1389280>
- Review Module 3 - PowerPoint and Resources on Ethics and Social Policy

Module 3: Political, Economic, Social, and Legal Influences

Dates:

Overview

- Explore political, economic, and social implications for social policy development, historically and into the twenty-first century
- Examine intersecting issues (poverty, as an example) that currently impact social policy
- Evaluate the effect of policy trends and issues on service delivery systems



Assignments

Contemporary Topic Discussion

Reading

1. Yapa, L. (1996). What causes poverty?: A postmodern view. *Annals of the Association of American Geographers*, 86(4), 707-728.
2. Giffords, E.D., & Garber, K.R. (2014). Contemporary responses to poverty. In E.D. Giffords & K.R. Garber (Eds.), *New perspectives on poverty: Policies, programs, and practice* (pp. 36-79). Chicago: Lyceum.
3. Stone, C., Trisi, D., Sherman, A., DeBot, B. Center on Budget and Policy Priorities. (2016). *A guide to statistics on historical trends in income inequality*.
4. National Association of Social Workers. (2015). Poverty and economic justice. In *Social work speaks* (10th ed.) (pp. 235-239). Alexandria, VA: NASW Press.
5. Review Module 4 – Resources on Social Policy Influences

Dates:

Overview

- A. Analyze the consequences of power along with social, economic, and environmental justice in relation to policy development, implementation, and evaluation
- B. Identify and research major legal decisions which effect and govern services
- C. Review pending legislative efforts that impact service delivery systems and the populations served

Assignments

1. Online Civics Test Completion (ungraded)
2. Contemporary Topic Discussion

Reading

1. Newman, K. S. (2015). The subjective meaning of mobility and its implication for policy solutions. In Alexandra Brown, David Buchholz, Daniel Davis, and Arturo Gonzalez (Ed.) *Economic mobility: Research and ideas on strengthening families, communities, and the economy* (pp.55-64). Washington, DC: Board of Governors of the Federal Reserve System.
2. Smith, C. F. (2016). Legislative history: Know the record. In *Writing public policy: A practical guide to communicating in the policy making process* (pp.108-120). New York, NY: Oxford University Press.
3. Readings generated by work groups on major legal decisions and pending legislation at a national, state, and/or local level regarding policies that have impacted the population and issue of focus.
4. Review Module 5 – Resources on Legal Decisions and Pending Legislation

Module 4: Cultural Humility and Self-Awareness

Dates:

Overview

- A. Understand and demonstrate the critical need for cultural humility and enhanced self-awareness when working with marginalized populations and communities



- B. Comprehend the acute role of leadership in encouraging the practice of cultural humility at an organizational level
- C. Recognize the significant impact social programs and policies has on vulnerable groups.

Assignments

1. Contemporary Topic Discussion
2. Reading Response 2

Readings

1. Reisch, M. (2018). Power and leadership in multicultural organizations and communities. In *Macro social work practice* (Preliminary ed.) (pp. 139-166). San Diego, CA: Cognella Academic Publishing.
2. Simona, Giorgi (2017). A Saul Alinsky primer for the 21st century: The roles of cultural competence and cultural brokerage in fostering mobilization in support of change. *Research in Organizational Behavior* 37, 125-142. DOI: 10.1016/j.riob.2017.09.002
3. [National Center for Cultural Competence](#)
4. Review Module 6 – Resources on Cultural Humility and Self-Awareness

Module 5: Service Delivery Systems - Structural, Organizational, and Funding

Dates:

Overview

- A. Develop an awareness of the integral relation between policy and the structure, organization, and funding arrangements of service delivery systems
- B. Consider the dynamic interactions of service providers in public/governmental, nonprofit/volunteer, and private sectors
- C. Appraise the intergovernmental relationships involved in dealing with policy issues
- D. Examine the privatization of human services

Assignments

1. Contemporary Topic Discussion
2. Reading Response 3

Readings

1. Bardach, E. and Patashnik, E. M. (2016). The eightfold path to more effective problem solving (5th ed.)(pp. 155 – 171).
2. See Module 7 – Resources on Service Delivery Systems

Dates:

Overview

- A. Research the policies and structures for funding
- B. Explore organizational budget and policy priorities in service delivery systems
- C. Examine the use of strategic planning in moving policy initiatives forward

Assignments

1. Contemporary Topic Discussion



Readings

1. tone, C., Trisi, D., Sherman, A., DeBot, B. Center on Budget and Policy Priorities. (2016). *A guide to statistics on historical trends in income inequality*.
2. *Community Tool Box*. (2013). Chapter 8: Strategic Planning - [Community Tool Box website](#)

Module 6: Policy Research and Analysis

Dates:

Overview

- A. Evaluate the use and benefit of research in the policy formation process
- B. Examine and apply policy analysis frameworks
- C. Recognize the use of community and organizational assessments in improving services for vulnerable populations

Assignments

1. Leadership Book Discussion
2. Reading Response 4

Reading

1. Sharma, M. (2017). *Radical transformational leadership* (Part 1: Intro and Chapters 1-3).
2. Kettl, D. F. (2017). Little bites of big data: How policy makers use data (pp. 1-44).
3. Bardach, E. and Patashnik, E. M. (2016). *The eightfold path to more effective problem solving* (5th ed.) (pp. 1-72).
4. Review Module 8 – Resources on Policy Research and Analysis

Dates:

Overview

- A. Expand skills for engaging and gathering citizen input
- B. Review effective methods, including Participatory Action Research
- C. Identify essential organizations and tools for civil discourse
- D. Engage in collaborative community dialogue

Assignments

1. Leadership Book Discussion

Reading

1. Kurland, R. (2006). Planning: The neglected component of group development. *Social Work with Groups*, 28(3-4), 9-16.
2. Harwood Institute. (nd). *United Way campaign for the common good: Community conversation workbook*.
3. Workgroup for Community Health and Development. (2017). Chapter 3, Section 17: Leading a community dialogue on building a healthy community. *Community Tool Box*.
4. The National Coalition for Dialogue and Deliberation Resource Guide on Public Engagement (2010).
5. [National Institute for Civil Discourse - University of Arizona website](#)
6. Sharma, M. (2017). *Radical transformational leadership* (Part 2: Chapters 4-5).



Module 7: Leadership Advocacy

Dates:

Overview

- A. Examine and apply effective advocacy approaches for needed policy change in service delivery systems
- B. Evaluate successful methods for leadership advocacy in service delivery systems

Assignments

1. Leadership Book Discussion
2. Reading Response 5

Readings

1. [Hoefler, R. \(2012\). Planning in advocacy practice. In advocacy practice for social justice \(pp. 86-103\).](#) Chicago, IL: Lyceum.
2. Sharma, M. (2017). Radical transformational leadership (Part 2: Chapters 6-8).
3. See Module 9 – Resources on Leadership Advocacy

Dates:

Overview

- A. Apply advanced leadership skills and strategies to participate effectively in the legislative process
- B. Understand the framework for and participate in writing a bill, proposal or grant
- C. Use evaluative measures that gauge the policy impact and the potential for unintended consequences

Assignments

1. Leadership Book Discussion
2. Interview/Community Experience Reflection

Reading

1. Smith, C. F. (2016). In Writing public policy: A practical guide to communicating in the policy making process (Chapters 6-8, 10).
2. Kettl, D. F. (2017). Little bites of big data: How policy makers use data (pp. 49-80).
3. Sharma, M. (2017). Radical transformational leadership (Part 3: Chapters 9-10).

Dates:

Overview

- A. Review advocacy organizations and positions on specific policy issues
- B. Examine successful advocacy efforts – what works?
- C. Group Work

Assignments

1. Leadership Book Discussion
2. Policy Brief



Reading

1. Sharma, M. (2017). *Radical transformational leadership* (Part 3: Chapter 11 and Part 4: Chapter 12).
2. Students will research and compare advocacy efforts at an organizational level and be prepared to share key components related to successful endeavors in class.

Module 8: Presentations and Course Wrap-Up

Dates:

Overview

1. Presentations
2. Course Wrap-Up
3. Evaluations (Scholarly and Professional Participation)

Assignments and Grading

The basic format of the course will be seminar, with the required readings serving as both a foundation for presentation and discussion. Required readings include basic information as well as specific policy issues and trends in policy, research, and practice. Class members are expected to participate in discussions based on the readings and their own experiences, expertise, and values. Some material will be presented in lecture format but most classes will utilize small group exercises and projects. There may be some impromptu writing assignments used in class for critical thinking and reflection purposes so it is possible for additional points to be added to the grading during the semester. Most assignments can be submitted on Canvas.

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Additional resources: APA manuals are available at the bookstore and would be a valuable resource in your library. Also, see [APA Style website](#) and [Purdue University Online Writing Lab](#).

Assignments

1. Reading Responses (Individual Assignment)
 - a. DUE:
 - b. Final Grade Percentage:.....
2. Contemporary Topic Discussion (Triad Assignment)
 - a. DUE:
 - b. Final Grade Percentage:.....
3. Book Questions, Facilitation, and Reflection (Individual Assignment)
 - a. DUE:
 - b. Final Grade Percentage:.....



- 4. Scholarly and Professional Participation
 - a. DUE:
 - b. Final Grade Percentage:.....
- 5. Group Project (50%)
 - a. DUE:
 - b. Final Grade Percentage:.....
- 6. Interview/Community Experience Reflection (Individual Assignment)
 - a. DUE:
 - b. Final Grade Percentage:.....
- 7. Policy Brief (Individual Assignment)
 - a. DUE:
 - b. Final Grade Percentage:.....
- 8. Presentation (Group Assignment)
 - a. DUE:
 - b. Final Grade Percentage:.....
- 9. Scholarly and Professional Participation
 - a. DUE:
 - b. Final Grade Percentage:.....

Assignment Descriptions

Reading Responses (15 %)

During the semester, students will complete five Reading Responses which are primarily made up of short essay questions and align with the weekly/biweekly readings. Each Reading Response (available on Canvas) will cover content from the text and the Modules. These are designed to measure student engagement, promote critical thinking, and add to class discussions through analysis and reflection. Reading Responses are worth five to 10 points each.

Contemporary Topic Discussion (10 %)

Students working in pairs will have a maximum of thirty minutes at the beginning of each class to present and discuss information on a contemporary policy topic that is of interest to the student and is relevant to the course. Students can use any peer-reviewed article, podcast, news article, policy brief, etc. that is pertinent to the course content and to contemporary society for this assignment. Presenters will provide a one-page handout, give a brief oral overview on the topic at hand and then facilitate a class discussion with two critical thinking questions. Module 1 (Policy Resources and General Information) on Canvas has a section entitled “Staying Informed” that may be of help in finding interesting and current topics. This assignment is worth 15 points.



Book Questions, Facilitation and Overview (15 %)

Students will work in discussion groups (five per group) during the session to explore the Leadership book. The book is divided into five readings sections/five discussions and every group member will participate as facilitator for the small group dialogue in at least one of the discussions. Additionally, students will develop three critical thinking questions and a one-page outline for the discussion that they facilitate with an emphasis on policy. The questions will be correlated to the readings for that particular section only. Finally, the facilitator will provide a brief oral overview for the class as a whole. The total assignment is worth 15 points - 5 points for the questions, 5 points for the outline, and 5 points for facilitation. Discussion dates are noted on the Course Outline.

Group Project (50 %)

Students will be assigned to small groups for the purpose of researching correlated policies for a specific population, i.e., adolescents, older adults, victims of domestic violence, veterans, etc. Groups will examine the chosen population and presenting issues, then look at related policies current policy changes under study. (This will be a useful way to stay informed on legislative/policy updates during the semester.) The group projects will culminate in a presentation with both individual and group assignments included.

Interview/Community Meeting (10%)

Prior to the group presentations, each student will be required to attend a legislative committee meeting, speak with an expert stakeholder, or participate in a community meeting related to the group project. A two-page reflection is required to document this experience. This can be completed as a group, but the reflection is an individual assignment. (20 points or 10%)

Policy Brief - Signature Assignment (25%)

Identify an existing federal or state policy that affects the service delivery system. Then develop a four to six page policy brief that analyzes the policy and addresses implications in an effort to educate and influence decision makers. Keep in mind that it is critical to know the anticipated readers when writing a policy brief, so particular attention must be directed to the use of language and presentation. The completed brief should be visually and professionally appealing to a broad audience. Example policy briefs may be used as a framework, but these sources should be cited and referenced. The policy brief should incorporate at least four scholarly references and include existing data to support major assertions. Due to the unique structure of the policy brief, APA will only be required for formatting references. This brief is worth 100 points or 25% and should incorporate the following components:

- Executive Summary - Introduce the policy brief by clearly describing the focus and the purpose of the brief (why it is important); include a concise overview of what you are proposing
- Identify and outline the policy to be addressed
- Describe any relevant history and background of the policy, including past and current policies that have impacted the issue
- Provide evidence that supports the policy analysis and position (Use specific data to support your stance.)



- Discuss the policy issue from varying stakeholder perspectives as it relates to practice settings and other systems Outline how the issue relates to different system levels of social work practice?"
- Include what is working (strengths and opportunities) as well as potential or existing challenges related to the proposed policy position
- Incorporate information on how the policy position promotes culturally responsive practice
- Summarize policy recommendations based on the overall policy brief

Presentation (15%)

Each group will have approximately one hour for the complete presentation. Students are encouraged to be creative (clips, interactive exercises, speakers, etc.) and to stimulate class discussion for optimal engagement of the subject. PowerPoints should be submitted on Assignments prior to the presentation and shared with the class via the Inbox. There will be time allotted in multiple class sessions for groups to work on this project.

The sections covered in the presentation are as follows:

Introduction and overview of the population with presenting issues – Provide a comprehensive description and discuss the applicable challenges associated with this group.

Policy research - What critical policies have been or are being developed to address the issues of the identified population?

Policy analysis - Choose one significant policy and provide an analysis. Include the information from outside interactions with stakeholders in this section.

Advocacy – Discuss advocacy efforts (previous or current) that focus on changes in the system. Highlight one specific policy initiative and look at pertinent factors that have driven or are driving the change initiative(s)? What would/are the impact of the proposed policy change be for consumers of service, practitioners, and policymakers? What are pros and cons? What efforts have been most effective in informing, persuading, engaging, and/or encouraging change.

Presentation Grade – Points will be given for general presentation components including time (60 minutes), organization, PowerPoint (design and use of APA for cites, references, and writing), references, and engagement of audience (clips, handouts, interactive exercises, speaker, etc.). Points will also be given for the delivery of content and demonstration of knowledge in the presentations. Grading will focus on completeness (all points covered), relevance (pertinent to topic), sufficiency of content (depth and breadth), and research (should include at least three to five scholarly sources to support statements, but sources can be used more than once). The presentation is worth 100 points or 15% of the grade.

Scholarly and Professional Participation (10%)

Scholarly and professional participation is expected throughout the semester. Scholarly and professional participation is to include discussion that reflects the readings, critical thinking, and posing questions that reflect the same. Participation is to be professional and inclusive of other colleagues. *Professionalism* demonstrated in class is evaluated as follows: Overall evaluation of class participation will take into account the manner and extent to which a learner: a) attends regularly and is on-time – please note the attendance policy; b) is prepared for the class discussion; c) shares



experiences, viewpoints, and reactions; d) raises relevant questions and issues; and e) gives and uses feedback constructively. A ten-point rubric along with a brief statement supporting the decisions will be used for this evaluation along with a final reflection of learning. Instructor input will also be included in this measurement. This is worth 10% of the grade.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.



Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality



Bibliography

See Canvas – Module 1