

Metropolitan College of New York
Audrey Cohen School for Human Services and Education

Purpose VI Handbook

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POLICIES

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per class in a term will not be allowed to begin classes without written permission from the appropriate Dean.

Incomplete Grades

An “I” or incomplete grade is given only in instances where a student’s work in a course is not finished on time due to an **extenuating circumstance**, which must be properly documented, and the student can be expected to pass. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for Extended Incomplete – is required to carry an incomplete beyond this time. The faculty member, student and appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, failing to do so, receives an “F.” **Failures must be repeated.**

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

Presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off**

in the classroom at all times.

Add/drop:

It is the School for Human Services policy that the Dean's office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Transfer from Bachelor's degree program to Associate of Arts degree program:

Students will only be allowed to transfer from the Bachelor's degree program into the Associate of Arts degree program during the interim between their first and second semester, or the interim between their second and third semester. No student will be allowed to transfer during a semester, or after their third semester has commenced.

Constructive Action Documents:

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Fall 2006
- 6) Keywords for CA.

NOTE: Any information in this handbook is subject to change.

Note: Students are responsible for all work, even when absent or late.

PROMOTING EMPOWERMENT THROUGH COMMUNITY LIAISON

Overview of the Purpose

The human service professional recognizes that most people are members of a variety of communities, each representing their interests to a greater or lesser degree. They may belong not only to one or more geographic communities, but also to occupational, educational, religious, and ethnic communities, and possibly to communities of people with special needs – the aged, the blind, or families of children diagnosed as having learning deficiencies. These communities are both a resource to their members and systems with their own interests and needs. The human service professional must know how to work in both contexts, helping the individual to find support from the community, and helping the community to express and act on common needs.

In a diverse, highly complex society, the needs and goals of particular groups and communities of people – be they people with similar physical needs, similar educational aims, or a common cultural heritage – are only likely to be met if they are able to make their interests known and demand attention to these interests. Human service professionals have responsibility to help communities develop the knowledge, skills, and commitment that will empower them to act effectively on their own behalf.

Purpose VI introduces the theory and practice of work with communities as an aspect of human service that is likely to be involved in almost any work with citizens. The seminars build on the study of the relationship between individuals and small groups that was begun in Purpose III. The community is considered both as the constituency seeking service and as a source of service for its members. The individual's ability to help the community mobilize the resources of its members is looked at as empowerment on another level. Students examine the role of communities as political, economic, social, and cultural forces in various societies, and the implications for the rights and duties of citizens. They consider the part communities play as a formative influence on the individual. They study various constructs for analyzing communities and techniques for studying them. They learn methods for identifying representative groups, centers of power, and special resources people within a community and establishing communication among them so that through the participation of its members the community may become empowered.

In their field placements, students seek for ways to link the needs of a particular community to the resources available to it – including their own organization. They use the research techniques they have learned to make a survey of a particular community, including the range of attitudes its members represent, their political, economic, and cultural backgrounds, and how the community's particular needs relate to the agency mandate. Then they assist the community to obtain the services its members needs.

DEFINITIONS

Purpose

Every semester of your education at Metropolitan College is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work for and with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action.

Empowerment.

Metropolitan College teaches that the empowerment of citizens should be the aim of all human service. By empowerment we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others in mutually empowering relationships to make a better world.

Dimensions

The five Dimensions are lenses for looking at knowledge and performance and for understanding people and the environment. In every semester, you have classes in all five Dimensions. You make use of knowledge from the five Dimensions in your Constructive Action[®]. The Dimensions provide broad guidelines for assessing your performance in the classroom and the field.

The Values and Ethics Dimension

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human service professionals need to be clear about their own values, respect the values of others, deal productively with ethical issues, and act ethically.

The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that human service professionals need knowledge about are families, communities, the human body, human service agencies, political systems, and the global economy. Systems often serve as resources.

The Skills Dimension

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math and technology skills are among the skills for which human service professionals have a recurring need.

The Purpose Dimension

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized and thoughtful way to achieve a given Purpose.

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Constructive Action

You achieve your Purpose by performing a Constructive Action to benefit yourself and others. You follow the Constructive Action Method, which is a thoughtful, systematic process of planning, carrying out, and assessing the effort to achieve the Purpose.

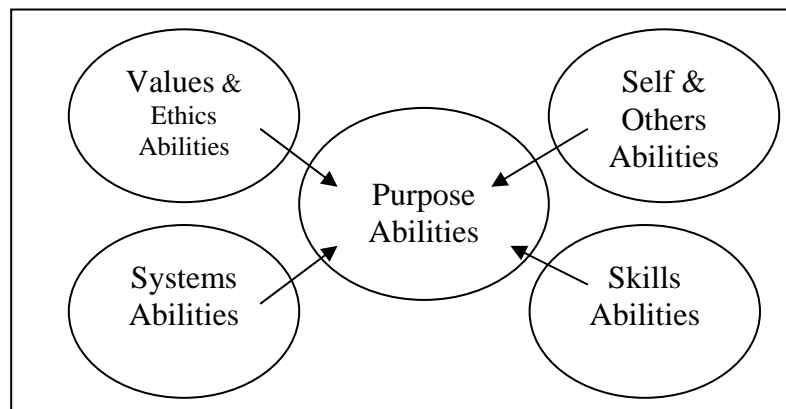
Supervised Fieldwork

Supervised Fieldwork is the process of engaging in work for academic credit outside the classroom setting under the auspices of a qualified professional within the industry of study.

Purpose Achievement Abilities

The knowledge and action required to carry out a successful Constructive Action to achieve a worthwhile Purpose are embodied in 24 Abilities. The Abilities are grouped by Dimension. The Purpose Dimension Abilities outline the Constructive Action Method. The Abilities for the other four Dimensions describe the rich and varied knowledge and action that a successful Constructive Action demands.

The Abilities constitute the standards for assessing student performance in each Purpose. Students are assessed twice on their use of the Abilities. In their Dimension classes they are assessed on their development of the Abilities. In their Purpose class they are assessed on their use of the 24 Abilities in a Constructive Action to achieve the Purpose.



Constructive Action to improve the world

The Abilities manifest themselves differently with each Purpose. In the table on the following pages, the generic Purpose Achievement Abilities, which are the same for every Purpose, are in bold type. Under them, the Purpose-Specific Abilities for this Purpose are in plain type.

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The Abilities for Purpose VI listed below in bold type are the same for every Purpose, but they manifest themselves differently in each Purpose. This table shows a version of the Abilities that is specific to Promoting Empowerment through Community Liaison, your Purpose for this semester. These Purpose-Specific Abilities appear in regular type underneath the general Abilities.

Table of General and Specific Abilities for Purpose VI
<p>Purpose Dimension Abilities</p> <ul style="list-style-type: none">a. Explore opportunities to improve the world. Research ways to address the needs of different constituencies that your organization serves by acting as a community liaison.b. Choose the best goals. Identify a goal for collaborating with individuals and groups on the community.c. Agree on a plan. Develop a plan for your work as a community liaison which includes objectives, strategies, and an evaluation plan.d. Carry out plan. Monitor progress and use of knowledge. Change plan as needed. Maintain a record of progress toward your goal; evaluate each recorded event; revise the plan as needed. Describe how you are using knowledge to achieve your goal.e. Assess the results and plan the next steps. Assess how well you have met your goal as a community liaison. Propose next steps for the community
<p>Values and Ethics Dimension Abilities</p> <ul style="list-style-type: none">a. Clarify own values in relation to the Purpose. Describe your values as they relate to community development and collaboration.b. Describe individual and group values in past and present. Describe the values of people in your organization and your community as they pertain to community development and relate them to American social values past and present.c. Identify value issues as they arise. Identify and describe the value and ethical issues that arise during your Constructive Action.d. Use ethical reasoning. Use ethical reasoning to identify and resolve dilemmas you face as you act as a community liaison.e. Act on ethical principles. Use ethical principles to guide your actions as a community liaison.f. Respect capacity of others to make the world better. Respect the views and values of others as you carry out your Constructive Action.

Self and Others Dimension Abilities

- a. Describe self in relation to the Purpose.**
Assess your experiences, capabilities, and interests as they relate to your role as community liaison..
- b. Appreciate experience and views of others.**
Describe the characteristics and concerns of the community you are working with.
- c. Build good relationships.**
Establish and maintain effective relationships with others as needed to achieve your Purpose.
- d. Communicate through reading, writing, speaking, and other modes of expression.**
Communicate effectively (through reading, writing, listening, and speaking) with community members and others in your role as community liaison.
- e. Promote growth in self and others.**
Support the ability of others to improve the quality of life in their communities.

Systems Dimension Abilities

- a. Describe natural, social, and technological systems related to the Purpose.**
Describe the concept of systems by identifying specific systems characteristics of natural, social, and technological systems that affect the community members your organization serves.
- b. Develop conceptual models of systems.**
Describe your organization as a microsystem and explain how it and other systems in your community are related.
- c. Identify strengths of systems.**
Analyze how natural, social, and technological systems can benefit the community.
- d. Identify weaknesses of systems.**
Analyze how natural, social, and technological systems can negatively impact the community.
- e. Make systems better.**
Work to ensure that systems in your community collaborate to meet citizens' needs.

Skills Dimension Abilities

- a. Identify and use appropriate mathematical skills.**
Identify and use appropriate mathematical and statistical techniques as you work to achieve your Purpose.
- b. Identify and use appropriate physical skills.**
Identify and develop the perceptual and physical skills needed to achieve your Purpose.
- c. Identify and use specialized skills required by the Purpose.**
Identify and use the specialized skills needed to gather and interpret data on community needs.

WHAT'S THE "RULE"?

Conventions for Clear and Grammatical Standard Written English

by Jinx Roosevelt, Metropolitan College of New York

	WRONG	RIGHT	WHAT'S THE "RULE"?
1	She is a person that never sleeps.	She is a person who never sleeps. New York is a city that never sleeps.	Use "that" when referring to things; use "who" when referring to human beings.
2	There was a large amount of ice cubes in the bowl.	There was a large number of ice cubes in the bowl. or There was a large amount of water in the bowl.	Use "number" when referring to a quantity of discrete objects that can be counted; use "amount" when referring to substances that cannot be counted.
3	My sister work out every day. She and her daughter plans to run in the marathon.	My sister works out every day. She and her daughter plan to run in the marathon.	Verbs must agree with their subjects. Generally in English the singular or "he, she, or it" form of present tense verbs ends in "s" while the plural or "they" form of the verb has no special ending.
4	Somebody is forgetting their book.	Somebody is forgetting his or her book.	Pronouns must agree with the nouns they refer to. "Somebody" is singular (we say somebody is, not somebody are) and thus the pronoun must be singular also.
5	The citizens are gaining self-esteem, they often talk about going back to school.	The citizens are gaining self-esteem. They often talk about going back to school. or The citizens are gaining self-esteem; they often talk about going back to school. or The citizens are gaining self-esteem, and they often talk about going back to school.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They cannot be simply "spliced" together by a comma. (The error is called a "comma splice" and is the most common error in college writing.)
6	My CA document is almost finished soon I will be able to relax.	My CA document is almost finished. Soon I will be able to relax. or My CA document is almost finished; soon I will be able to relax. or My CA document is almost finished, so soon I will be able to relax.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They can not be simply "fused" together with no punctuation. (The error is called a "fused sentence" or a "run-on" sentence.)

	WRONG	RIGHT	WHAT'S THE "RULE"?
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7	At MCNY you can get your degree in less than three years. Which I appreciate since I plan to go on to graduate school.	At MCNY you can get your degree in less than three years, which I appreciate since I plan to go on to graduate school.	Avoid sentence “fragments” by writing in complete sentences. Complete sentences contain a subject and a verb and express a complete thought.
8	The student’s respect the colleges values, and the college respects the students values.	The students respect the college’s values, and the college respects the students’ values.	Use plain “s” to form the plural of nouns and apostrophe “s” to form the possessive of nouns. Use “s” apostrophe to form the plural possessive of nouns.
9	The computer’s hard drive worked fine, but it’s monitor was completely dead.	The computer’s hard drive worked fine, but its monitor was completely dead. It’s working fine now.	Do not use apostrophe “s” for the possessive of “it.” Use “it’s” only for the contraction of “it is.”
10	Horace Mann (1957) referred to education as the balance wheel of the social machinery.	Horace Mann (1957) referred to education as “the balance wheel of the social machinery” (p.87). <i>(or, if the author’s name is not mentioned in the text)</i> Education has been referred to as “the balance wheel of the social machinery” (Mann, 1957, p. 87).	Put quotation marks around all words that are not your own, and include a page number after the quote. (Failure to do so violates the ethics of academic life.)
11	According to Rousseau (1999), “All wickedness comes from weakness. . . . Make [the child] strong and he will be good.” (p. 9)	According to Rousseau (1999), “All wickedness comes from weakness. . . . Make [the child] strong and he will be good” (p. 9).	Periods must be placed after the parenthetical citation. (Use ellipses to indicate omitted words and brackets to indicate changed words.)
12	Molefi Kete Asante argues that Eurocentrism “imposes Eurocentric realities as “universal”; i.e., that which is White is presented as applying to the human condition in general” (Noll, 1999, p. 244).	Molefi Kete Asante argues that Eurocentrism “imposes Eurocentric realities as ‘universal’; i.e., that which is White is presented as applying to the human condition in general” (Noll, 1999, p. 244).	Quotes within quotes need only single quotation marks.
13	In McKay’s book “Messages” the chapter on <u>Expressing</u> was somewhat problematical.	In McKay’s book <u>Messages</u> the chapter on “Expressing” was somewhat problematical.	Titles of books (and journals) must be underlined or italicized; titles of chapters (and articles) belong in quotes.

THE PURPOSE DIMENSION

Overview

It is the overriding focus of the Purpose Dimension class to make sure that students understand and appreciate the very important nature of their role as a bridge between communities in need and organizations with resources that can be used to alleviate this need. At a time of exploding needs and diminishing resources, this function is critical especially for certain communities where people have a tendency not to band together and therefore wind up not getting adequate attention to their demand for services from the larger communities of which they are part.

Students are to employ this understanding of the community liaison role to research and find practical opportunities to act as go-between to connect the members of a community with resources. In this capacity, it is expected that they will be of service to their immediate community and perhaps ultimately improve the larger society through productive, collaborative work with individuals and groups. They are also made aware of the extent to which work with communities applies to most of their activities in the human service field, because sometimes the reality is that people regard themselves not just as individuals, but indeed as members of communities.

Students are required to design, implement, and evaluate services that provide tangible benefits to communities, their organizations, and themselves during the course of the semester. While the class takes it for granted that all work done before Purpose VI is helpful, this Purpose, *Promoting Empowerment Through Community Liaison*, builds particularly on the relationship between individuals and small groups that was explored in Purpose III.

Assessment

Sections devoted to each of the five Purpose Dimension Abilities must be included as elements of the Constructive Action document described above.

- The document must be written in clear, precise, and Standard English. The document must have no fewer than fifteen sources in the bibliography or reference list.
- Dimensional Abilities will be used to evaluate the level of competence displayed by students as vibrant community liaisons or “connectors”.
- Students’ critical thinking and presentation skills are continuously monitored in class discussions and oral and written assignments.

Required readings

1. Required readings for all the other Dimension classes.
2. Other additional readings from the other Dimension classes.

Online Resources

Community Tool Box <http://ctb.ku.edu/tools>

Class sessions

- Exploration of Purpose thrust; discussion of service ideas for the Constructive Action.
- Clarification of the five Purpose Dimension Abilities that anchor the Constructive Action: exploring opportunities for action, choosing a goal, agreeing on a plan of action, implementing the plan, and assessment and planning next steps.
- Examination of alternative techniques for using theories and concepts in human service practice, and a review of references to sources.
- Discussion of how the Dimensional Abilities will be used in assessing the degree of competence manifested in the Constructive Action.

Class activities

The Purpose class comprises two interwoven parts. The first part is devoted primarily to monitoring the development of Constructive Actions and their documentation, monitoring students' field activities, and continuing to help students and their agency supervisors to clarify their respective roles and responsibilities. Other activities that take place during this phase include the following:

- introduction of the Purpose Handbook and explanation of the general thrust of the Purpose as well as the Constructive Action for satisfactory completion of the Purpose;
- exploration of the planning and assessment of citizen empowerment and how these can be integrated into the Constructive Actions;
- opportunities for developing and practicing appropriate skills such as survey construction and analysis;
- preparing and presenting community profiles. The profile should include the following:
 1. Name of community.
 2. History and geography.
 3. Population – its age, ethnic, income, and gender distribution.
 4. Major industries/employers.
 5. Housing.
 6. Educational and recreational facilities.
 7. Medical and health facilities.
 8. Police, sanitation, and other services.
 9. Political organizations and representatives.
 10. Social and leisure services, etc.

The second part is used to explore in detail many theoretical constructs such as the elite theory of power in communities, force field balance sheet, Theory Z, and the Toenniesian paradigm of community. Also reviewed and discussed are theories and concepts covered in Dimension classes with emphasis on how to use them in human service practice. Additional activities involve:

- examining Community Liaison with its Dimensions of Purpose, Values and Ethics, Self and Others, Systems, and Skills.
- exploring the topics of community studies and community liaison and their importance in human service practice.
- exploring and examining community organizing, community action programs, self help efforts, etc. as strategies for empowering groups as well as individuals.

Abilities Checklist

The Purpose Dimension Abilities, printed below in bold, provide the structure for the Constructive Action. Using your Constructive Action as a vehicle for identifying opportunities, putting plans into effect, and gauging results, you are expected to make use of all the Abilities from the other Dimensions. Abilities that you may want to emphasize at particular points are suggested.

a. Research opportunities to improve a community.

1. Do a short essay on the meaning of community liaison and how the concept can be used to improve current services or create new ones. Here, for instance, you are expected to show your understanding of the Toenniesian paradigm of communities and how service improvement translates into community empowerment (Values a, b, f, Self and Others a, b).
2. Research and present the background or action setting in which you will implement the Constructive Action. Demonstrate how your agency implements the community liaison role. The agency's mandate, mission, technologies, and procedures for delivering services should be vigorously analyzed (Systems a, b, c, d, e).

b. Choose the best goal.

Develop a statistical profile of the citizens whom you wish to serve through your Constructive Action (Self and Others b, Skills a). Consult with citizens and professionals on possible goals (Self and Others c, d). Review literature on the need or opportunity you identify. Critique how scholars and thinkers have viewed the need. Give your own evaluation of solutions recommended by them (Self and Others b, d). Describe your own approach to a solution. In consultation with citizens and your supervisor, decide on your goal.

Abilities Checklist - Continue

c. Agree on a plan.

In consultation with citizens and your supervisor, establish a clear plan for addressing the need or opportunity, including tangible and achievable objectives and strategies (Self and Others c). Devise a plan to assess results, stating who will take part in the evaluation and describing the instruments to be used in measuring performance (Skills a, c). Think through hurdles that may stand in the way of achieving your goal plus counter measures to overcome them (Values and Ethics c, d, e, Self and Others b, c, d, Systems a, b, e).

d. Carry out the plan.

Put your plan of action into effect and through records (logs), monitor movement toward the goal. Describe how you are using knowledge (all Abilities, as appropriate). Change the plan as needed.

e. Assess the results and plan next steps.

1. Determine how well you have attained the goal. Describe what worked and what did not work so well (Skills a, c). Assess your use of theory to further action (Values and Ethics b, c, d, e, Systems, c, d, e, Self and Others, b, c, d, e).
2. State what you have gained from your experience in the role of community liaison and what this implies for your work as a human service professional (Values and Ethics a, e, f, Self and Others a, e, Systems e, Skills a, b, c).
3. Describe the next steps you would take with and for this community if you were to continue working with it.

SUPERVISED FIELDWORK INSTRUCTIONS

FABRICATION OF FIELDWORK

Fabrication – Inventing or falsifying any data, information or records.

All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where academic protocol indicates that the student may work with others. Students may not submit work that is plagiarized – representing the work of another as one’s own – or otherwise violates the academic standards of the College, including but not limited to cheating, fabrication, obstruction, collusion or violating the copyright laws of the United States of America.

Students are required to complete at least 14 hours for 14 weeks of fieldwork in order to meet the 2 credit fieldwork requirement. In Purpose 2 fieldwork consists of 1) completing the tasks of your job description as specified by the field site, and 2) completing a 2-3 hour per week, four week long project as specified in the constructive action segment of this handbook. The project may be completed during regular internship hours; it’s documentation for the constructive action document needs to be completed as homework.

Option A:

For those students who are intending to use the internships they found in Purpose 1 or who are carrying out their fieldwork at their place of employment (which has been approved by the instructor), please follow these steps:

1. Verify that the supervisor will be willing to oversee your fieldwork for a period of 14 weeks. You will be doing fieldwork at the organization for at least 14 hours per week for 14 weeks.
2. Submit a copy of the Supervised Fieldwork Acceptance Form, (Form 1) that you submitted in Purpose 1 to your constructive action instructor.
3. By week 7, your CA instructor should have contacted your supervisor to review your progress. The Coordinators for Experiential Learning will be conducting random field site visits throughout the semester. Contact with the supervisor will be done by phone, e-mail or in person.
4. At the end of the semester, make a copy of the Supervisor’s Evaluation, (Form 4). Submit the original to the supervisor and keep the copy for yourself.
5. Read the **NOTE** that follows Option B.

Option B:

For those students whom through unforeseen circumstances, need to find an internship other than the one found in Purpose 1.

1. Contact Career Services to find leads to an appropriate internship site. The Office of Career Services provides plenty of resources to assist you in the process.
2. Ask the supervisor of the organization to see if s/he will be willing to supervise your fieldwork for a period of 14 hours per week for 14 weeks. If the supervisor is willing to provide supervision, they will sign the Supervised Fieldwork Acceptance Form (Form 1).
3. Complete the Fieldwork Agency Agreement Form (Form 2) and the Organizational Profile (Form 3) in consultation with the supervisor.
4. Make copies of the Supervised Fieldwork Acceptance Form (Form 1) and submit original form to your CA Instructor by week 2.
5. Follow steps 3-5 of Option A.

Note:

- A. Please ensure that all documents are completely filled out with your name, Purpose, site, supervisor's name, and instructor's name.
- B. From Purposes 2 through 8, the four documents students must submit are:
 1. Supervised Fieldwork Acceptance Form (Form 1)
 2. Fieldwork Agency Agreement Form (Form 2)*
 3. Organizational Profile (Form 3)*
 4. Supervisor's Evaluation of Student Performance (Form 4)

*Only one version of Form 2 and Form 3 is necessary per fieldwork site. You may contact the Coordinators for Experiential Learning to determine your fieldwork site's status with MCNY.

Documents will be disseminated in your CA class (please note that your CA instructor can opt to have you obtain your fieldwork documents from the MCNY Website – www.metropolitan.edu). Students must, in collaboration with their Supervisors, fill out each form and submit the originals to their CA Instructor and retain a copy for their personal records by week 2. CA Instructors will return original forms to CELS by week 2. Students beginning class after week 2 are responsible for submitting fieldwork forms to CA Instructor shortly thereafter. Students will no longer submit or receive forms from the Office of Career Services. Students should ensure that these documents are submitted every semester from Purpose 1 – Purpose 8. Failing to submit proper documentation each semester may affect students' academic standing.

To find job leads or additional resources, you may consult the Office of Career Services at 75 Varick Street, 12th floor, Room 1279. You may phone 212-343-1234 Ext. 5003 or fax to 212-334-4890 you may also e-mail Careerservices@Metropolitan.edu.

THE VALUES AND ETHICS DIMENSION

Comparative Philosophies of Community

Dimension Overview

No people have a true beginning. Just as individuals come from families and neighborhoods, which instill them with certain beliefs and habits from early age, so people come from other places and communities; they do not simply assemble and form themselves out of thin air. But the study of a people's inheritance must end somewhere. There must come a point at which we say, "Here are the basic, fundamental events and actions that set members of one community on their way to forming another. So, the peopling of America and its communities is one of the great dramas in all human history, and the history of American ethnic groups has implications for American communities that reach beyond ethnicity but relies on principles, values and ethics.

The Values and Ethics Dimension classes are designed to help student-practitioners to explore, examine and analyze the demographic, economic and political values, and cultural characteristics of the communities in which they live and or work. The dimension will explore and investigate the historical and ideological forces that shape and continue to shape the character of the United States society and its various communities.

Students will exam different political philosophies and their implications for communities and services for the poor, as well as learn how to develop strategies for empowering community residents to assure more responsibility for their own development.

The book *Ethnic America* will explore and exam the demographic, economic, and political values and cultural characteristics of each ethnic group and its influence on shaping America's communities. Some of the groups that will be studied are Americans from Europe, Asia, Africa, and Latin America.

Students will exam and analyze changing values and ethics in American communities. The book *Bowling Alone: The Collapse and Revival of American Community* will be used to enhance student-practitioners' understanding of these changes by analyzing the political, civic, and religious participation as well as pressure of time and money, economic prosperity and looking at these changes from generation to generation, etc.

The book *The Golden Rule: Community and Morality in a Democratic Society* focuses on different political philosophies relating to order and autonomy, sharing core values, moral voice, etc. and how their views influence public policy and effect community resources.

Assessment

1. Attendance and class participation will carry as much weight as test scores and other special assignments.
2. Students will have exercises and examinations on materials covered in class and their integration into the Purpose: (Community Liaison).
3. Midterm exams will be in the 7th week, and the Finals in the 15th week.

Required readings

Sowell, Thomas (1981). *Ethnic America*. New York: Basic Books.

Etzioni, Amitai (1996). *The New Golden Rule: Community and Morality in a Democratic Society*. New York: Basic Books.

Putnam, Robert (2001) *Bowling Alone: The Collapse and Revival of American Community*. New York Touchstone

Class outline

- Week 1 –5 Ethnic America by Thomas Sowell
- a. The American Mosaic
 - b. Americans from Europe
 - c. Americans from Asia
 - d. Americans from Africa
 - e. Americans from Latin America
 - f. Implications

During this time frame students will be required to participate in class discussions, write a 5-7 page paper comparing two ethnic or racial groups based on their ethnic/racial characteristics, and how would they use this information as a community liaison in problem solving. The students will relate their understanding of the concepts to their Constructive Action.

- Week 6-11 Bowling Alone: The Collapse and Revival of American Community
- a. Thinking about social Change in America
 - b. Trends in Civic Engagement and Social Capital
 - c. Why the Changes
 - d. So What about the Changes
 - e. What is to be Done

During this time frame each student will be required to make an oral presentation, turn in a 5-7 page paper based on their understanding of changing values in America's communities, discuss how this information will help them in community planning, and related the concepts to their Constructive Action.

Week 12 -15 The New Golden Rule: Community and Morality In A Democratic Society by Amitai Etzioni

- a. Virtue in a Free Society
- b. The Elements of a Good Society
- c. Order and Autonomy
- d. The Fall and Rise of America
- e. Sharing Core Values
- f. Moral Voice
- g. The Implications of Human Nature
- h. Pluralism Within Unity
- i. The Final Arbiters of Community's Values

During this time frame students will form discussion groups and each group will present a philosophical view of the concepts and relate them to their Constructive Action. For the final session each student will bring in an ethnic dish to end the semester in sharing their cultural background with each other.

Recommended readings

Blakely, Edward J. (1979). *Community Development Research: Concepts, Issues, and Strategies*. New York: Human Science Press.

Bogardus, Emory S. (1979). *The Development of Social Thought*. New York: Greenwood Press.

Crossman, R.H.S. (1980) *Government and the Governed: A History of Political Ideas and Practice*. New York: Greenwood Press.

Etzioni, Amitai (Ed.) (1995). *Rights and the Common Good*. New York: St. Martin's Press.

Garner, Richard T. and Oldenquist, Andrew (1990). *Society and the Individual: Readings in Political and Social Philosophy*. Belmont, California: Wadsworth Publishing Company.

Harmel, Robert (8th Ed.) (1993). *American Government: Readings on Continuity and Change*. New York: St. Martin's Press.

James, George G.M. (1989). *Stolen Legacy: Greek Philosophy is Stolen Egyptian Philosophy*. United Brothers Communication System.

- Karenga, Maulana. (1990). *The Book of Coming Forth By Day: The Ethics of the Declaration of Innocence*. Los Angeles: University of Sankore Press.
- Knowles, Louis L. and Prewitt, Kenneth (eds.) (1970). *Institutional Racism in America*. New Jersey: Prentice Hall.
- McConnell and Brue, etc. (2005). *Macroeconomics*. (16^h ed.) McGraw-Hill
- Peel, Gillian, etc. (Eds.) (1992). *Developments in American Politics*. New York: St. Martin's Press.
- Rossum, Ralph A. and Tarr, G. Alan. (1995). *American Constitutional Law, Vols. I & II* (4th ed.). New York: St. Martin's Press.
- Sahakian, William and Mabel (1996). *Ideas of the Great Philosophers*. Barnes and Noble Everyday Handbooks.
- Schiller, Bradley R. (1976). *The Economics of Poverty and Discrimination*. New Jersey: Prentice-Hall.
- Somerville, John & Saritoni, Ronald E. (Eds.) (1963). *Social and Political Philosophy*. Doubleday.
- Warren, Roland L. (1965). *Studying Your Community*. A Free Press paperback.
- White, James E. (1991). *Contemporary Moral Problems*. 3rd Edition. New York: West Publishing Co.
- Fiorina, Morris P. and Peterson, Paul E. *The New American Democracy* (Alternative Edition) 1999 Allyn & Bacon.
- Wilson, James Q. 7^h ed. Brief Version (2005). *American Government* Houghton Mifflin Company

Abilities Checklist

Student-practitioners are expected to develop the Abilities listed below and use them in class activities and in the Constructive Action.

- a. Describe their own values as they relate to community development and collaboration.
- b. Describe and explain what you consider to be the appropriate roles of government and the private sector in the United States communities.
- c. Describe the values of the people in their organizations and communities, and relate them to American social values.
- d. Identify and describe the value and ethical issues that arise during their Constructive Actions.
- e. Use ethical reasoning to identify and resolve dilemmas.
- f. Use ethical principles to guide their actions as community liaisons.
- g. Describe how they demonstrated respect for views and values of others as they carried out their Constructive Actions.

THE SELF AND OTHERS DIMENSION

Community Psychology

Overview

In the human service profession, the role of community liaison is designed to facilitate communication and cooperation between one group (such as an agency or a group of professionals) and another group (such as the wider community, or a parallel agency, or another group of professionals.) This course is designed to help the students understand the bases of communities and how to improve and organize them. The “bases” of communities refers to explicit or implicit human bonds or connections that give meaning and direction to relationships in community settings. These bonds may imply obligations toward and responsibilities expected from one another. For instance, the Preamble to the United States Constitution declares the pursuit of life, liberty and happiness to be an individual and social ideal. This constitutional imperative may be used by some disadvantaged communities to appeal or protest to the larger community for sensitivity to their interests or needs.

The course is organized around assessment of community needs, program development, mobilization and implementation, evaluation, and analysis of how modern communities respond to social problems.

Assessment

Students will be assessed on:

- Attendance
- Participation
- Exams and assignments on class content and its integration into the Abilities.

Required readings

Camus, Albert (1975). *The Plague*. New York: Random House.

Hesselbein, Frances; Marshall Goldsmith; Richard Beckhard; Richard F. Schubert. *Community of the Future* ed. (1998). The Drucker Foundation.

Tropman, John E. et al (eds.) (2001). *Tactics and Techniques of Community Intervention*. 4th ed., Itasca, IL: F.E. Peacock Publishers.

Class sessions

- 1-2 The bases of communities; the community liaison role.
- 3 Selecting a needs assessment approach, Tropman, chapters 2, 3.
- 4-5 Field survey construction; problems of surveys.
- 6-7 Value conflicts and decision-making, Tropman, chapter 5.
- 8 Introduction to feminist visions for human services.
- 9 **MID-TERM EXAMINATION**
- 10-11 Option selection framework for organizing in emerging minority communities, Tropman, chapter 7.
- 12 For a democratic revolution: The grass-roots perspective, chapter 10.
Managing dynamic tensions, Tropman, chapter 11.
- 13 Planning and organization, Tropman, chapters 13, 14, 15 and 16.
- 14 Administration and evaluation, Tropman, chapters 17-21.
- 15 **FINAL EXAMINATION**

Recommended reading

Collier, Peter, ed. (1986). **Dilemmas of Democracy**. New York: Harcourt Brace, Jovanovich.

Hurwitz, Leon (1989). *The State as Defendant: Governmental Accountability and the Redress of Individual grievances*. Westport, CT: Greenwood Press.

Fairchild, Roy P. (1981). *The Federalist Papers*. Baltimore: The John Hopkins University Press.

McNamara, Robert S. (1983). *One Hundred Counties, Two Billion People: The Dimensions of Development*. New York: Praeger Publishers.

Putnewy, Snell & Gail J. (1974). *The Adjusted American*. New York: Harper & Row Publishers.

Rubinstein, Jonathan. (1983). *City Police*. New York: Ballantine Books.

Tolchin, Martin & Susan (1982). *To the Victor: Political Patronage From the Clubhouse to the White House*. New York: Vintage Books.

Abilities Checklist

Students will develop the following Abilities for use in the Constructive Action:

- a. To assess their experience, capabilities, and interests as they relate to their role as community liaison.
- b. To describe the characteristics of the community they are working with.
- c. To establish and maintain effective relationships with others as needed to achieve this purpose.
- d. To communicate effectively (through reading, writing, listening, and speaking) with community members and others in their role as community liaison.
- e. To support the ability of others to improve the quality of life in their communities.

THE SYSTEMS DIMENSION

Social, Political and Economic Dynamics of Communities

Overview

A community is a consciously identified large population with common needs and interests. We share Ferdinand Tonnies' classification that when this population lives in a common physical space, the population will be described as a geographic community. When the population does not share a common space, but could be found anywhere within the larger society, it will be a mind community. The people who can trace their history to a common ancestry are known as members of a kinship community.

These communities include individuals, small groups, families, organizations, and the institutions formed to reach their citizens' needs. Communities may be national as well as international in scope.

The classes are designed to help students become familiar with the local, state, national, and international dimensions of the communities in which they live and/or work. As liaisons between the communities and the citizens, student-practitioners will be enabled to examine public policies; to explore the resources generated by these policies; and to access them for the benefit of their citizens.

Assessment

1. Attendance and class participation are mandatory and carry equal weight with test scores and other assignments.
2. Student-practitioners will be tested on materials covered in class and on assigned readings to determine their acquisition of the Abilities appropriate to the Dimension.

Required reading

Hesselbein, F; Goldsmith, M; Beckford, R. ; Schubert, R *Community of the Future* (1998).
The Drucker Foundation.

Rubin, H. & Rubin, I., *Community Organizing and Development* (2001)

Wilson, James Q. (2005) *American Government: A Brief Introduction*. 7th Ed.
Houghton Mifflin

Class outline

- 1 Exploration of the concept of systems as an orderly combination or arrangement of interdependent parts to act as a unit in performing vital functions. We shall examine the entire human body as a functional whole; the United States of America as a political or economic whole; and an organization as a micro system.
- 2 Exploration of human/citizen needs as the rationale for the creation of social institutions.
- 3 An examination of the American government as comprising both economic and political systems set up to meet specific citizen needs.
- 4 Exploration of public and private institutions as systems for policy implementation.
- 5 Exploration and critical analysis of strategies for community organization and development.
- 6 Exploration of public policy formation, processes, implementation, and analysis.

Suggested readings

Fairchild, Roy P. (1981). *The Federalist Papers*. Baltimore: The John Hopkins University Press.

Hacker, Andrew. (1968). *Political Theory*. New York: The MacMillan Co.

Hellman, H. (1984). *Neighborhoods: Their Place in Urban Life*. Thousand Oaks, CA: Sage.

Sauber, Richard S. (1983). *The Human Service Delivery System*. New York: Columbia University Press.

Warren, Roland L. (Ed.) (1977). *New Perspectives on the American Community*. 3rd ed
Chicago: Rand McNally.

Abilities checklist

Student-practitioners will develop the following Abilities for use in the Constructive Action:

- a. Describe the concept of systems by identifying specific systems characteristics of natural, social, and technological systems that affect the communities their organizations serve.
- b1. Identify the micro and macro systems that affect the interests of these communities and describe their impact on the communities.
- b2. Describe their organizations as micro systems and explain how they and other systems in their communities are related.
- c. Analyze how natural, social, and technological systems can benefit the community.
- d. Describe and analyze how natural, social, and technological systems can negatively impact their community.
- e. Work to ensure that the various systems in their community collaborate to meet citizens' needs.

THE SKILLS DIMENSION

Applied Statistics for Community Planning & Development

Overview

Professionals in human service have a profound need to understand statistics because they are sound tools for collecting, organizing, summarizing, and analyzing data into usable information. The central purpose of the Skills Dimension course is to provide students with basic statistical knowledge that can help them generate the kind of concrete evidence that can sway managers, legislators, colleagues, or even opponents to their point of view. The course is also designed to help participants overcome the myths about statistics and catch the tricks people play with figures. While it is true that figures may not lie, liars know how to figure.

The materials that will be covered - for example, designing and testing questionnaires, sampling, and probability - require a working knowledge of arithmetic and elementary algebra.

Case analysis: Each student will conduct a survey of his or her own community and explore the needs of members of that community and the way the larger society is perceived to respond to these needs. The ramifications for the rights and responsibilities of citizens should be vigorously analyzed. Students may find secondary sources, e.g. published information (dailies, journals, and government reports) to be very helpful, especially at the start of the survey.

Assessment

Assessment of student development of the Abilities will be based on the following:

1. Attendance and class participation.
2. Successful completion of all homework and assignments.
3. At least passing grades in mid-term and final examinations.

Required reading

Healey, Joseph F. (2005). *Statistics: A Tool for Social Research*. 8th Ed. Belmont, CA: Wadsworth Publishing Company.

Class Sessions

- 1-2 Introduction
- Demystifying statistics. Developing statistical sensitivity or awareness. Reviewing simple concepts - fractions, decimals, ratios, graphs and charts. Categorizing variables.
- 3-4 Basic Descriptive Statistics
- Percentages, ratios, and rates. Tables, charts, and graphs. Constructing frequency distributions.
- 5-6 Measures of Central Tendency.
- The mode, the median, and the mean, the mean as balance point, the median as halfway point, and the mode as the most common point. Describing grouped and ungrouped data.
- 7-8 Measures of Dispersion.
- The index of qualitative variation. The range and interquartile range. Computing the range and interquartile range. Computing the standard deviation for grouped data. Interpreting the standard deviation.
- 9 **MID-TERM EXAMINATION**
- 10-11 The Normal Curve
- The normal curve table. Finding total area above and below a score. Finding area between two scores. The use of the normal curve to estimate probabilities.
- 12 Introduction to Inferential Statistics
- Techniques for probability sampling. Epsom sampling techniques. The sampling distribution. Standard error of the mean. Symbols and terminologies.
- 13 Estimation Procedures
- Bias and efficiency. Introduction to estimation procedures. Interval estimation procedures for sampling proportions (large samples). Controlling the width of interval estimates. Reading statistics: public opinion polls.
- 14 Hypothesis Testing
- An overview of hypotheses testing. The five-step model for hypothesis testing. One-tailed and two-tailed tests. Type I or alpha error. Type II or beta error. The students' t-distribution. Tests of hypothesis for single-sample proportions (large samples).
- 15 **FINAL EXAMINATION**

Recommended readings

- Babbie, Earl (1992). *The Practice of Social Research*. 7th ed. Belmont, CA: Wadsworth Publishing Company
- Bainbridge, William S. (1994). *Social Research Methods and Statistics*. Belmont, CA: Wadsworth Publishing Company.
- Hamburg, Morris. (1974) *Statistics: A Modern Approach*. New York: Harcourt Brace and Jovanovich, Inc.
- Horowitz, Gideon. (1981). *Sadistic Statistics*. (2nd Ed.) Wayne, NJ: Avery Publishing Group, Inc.
- Meek, Gary E. (1983) *Statistical Methods for Business Decisions*. Boston, MA: Houghton Mifflin Company.
- Megeath, Joe D. (1975). *How to Use Statistics*. San Francisco, California: Canfield Press.
- Patchett, Isabel S. (1982) *Statistical Methods for Managers and Administrators*. New York: Van Nostrand Rheingold Company.

Abilities checklist

Student will develop the following Abilities for use in the Constructive Action.

- a. Identify and use appropriate mathematical and statistical techniques as you work to achieve your Purpose, and
- c. Identify and use the specialized skills needed to gather and interpret data on community needs.

These Abilities require students to:

1. Use ratios, proportions, percentages, charts, graphs, etc. to compare and form rational and thoughtful opinions on public policy issues.
2. Construct and interpret frequency distributions.
3. Construct and administer surveys using sampling techniques.
4. Test hypotheses distinguishing between types.
5. Demonstrate an understanding of the concepts of causation, association, and correlation through the community survey and class examinations.