I. COURSE DOMAIN AND BOUNDARIES

This course develops social work policy knowledge and practice skills. Main substantive areas include history of social work and social welfare policies and programs in the United States, social policy analysis, and social work policy practice skills for social justice and social change. Students understand how political and social conditions and values (or ideology) of a time are translated into the articulation of a social problem, the process of policy formulation, and the policy’s implementation. They learn to analyze social policy in light of principles of social and economic justice. They also learn the role of policy in helping people and the current pattern of provision of social services. Students become aware of issues and problems related to social welfare programs. Students learn how evidence is used and misused in the policy process. Thus, this is a knowledge- and skill-building course, essential to become a social worker with a basic knowledge underlying social welfare programs and policies, and skills to apply this knowledge in practice.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice

COMMON PEDAGOGICAL ELEMENTS – for multi-section courses
Pedagogical elements common to all sections of this course include:

1. Across each three hour course session, instructors vary the instruction methods. Multimedia pedagogies include group work, exercises, lectures, discussion, videos and guest speakers.
2. Instructors will guide students to use historical evidence in developing their critical thinking, understanding discrimination and other social injustices, and planning for social changes and advocacy work, as well as current data.

3. Students will be introduced to Thomas (Library of Congress’ search engine for legislation) and other policy-related databases as a basic skill to identify legislation that existed, currently exists, or is under discussion. Students will learn how to analyze legislation with the basic policy analysis framework.

4. Basic policy analysis skills are one of the focuses of this course. Instructors will help students to analyze a policy and write a policy brief, in-depth policy analysis report, testimony, fact sheet, or other appropriate form of document.

5. Students will be introduced to basic concepts of policy advocacy (issue framing and promotion, coalition building, and other advocacy skills).

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic
device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkenndey@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX
You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

Required Text:


All other required course readings will be provided electronically or are on line.

** Indicate that an ancillary reading is absolutely required. Others are strongly recommended. Occasionally material might be on physical reserve or handed out in class.

Any handouts in class may contain material that will appear on examinations.

VI. ORGANIZATION OF COURSE

The course will be varied in structure, using group work, exercises, lectures, discussion, videos and guest speakers. 1.5 hours will be devoted to tests on class days when tests are scheduled. The balance of exam days will be used to do group projects. Students will be occasionally asked to view educational movies/YouTube videos on their own before class.

VII. ROLE OF FACULTY AND STUDENT

Class Attendance: Regular class attendance is required. Please contact me as soon as possible if an emergency comes up or if you will be out of town during a scheduled class time. Non-attendance, including leaving early and coming late, will substantially affect your participation grade. If you are not in attendance, you cannot participate. Meetings, conferences, and other out of class activities are not excused absences.

If you miss a class, you are responsible for reviewing power points, doing the readings, and obtaining notes from classmates.
Personal Positions: Each one of us has our own opinions and perspectives. In this class, I expect that you will share yours, as we all learn from each other. I, too, have opinions and perspectives that may differ from your own. You should feel free to state your opinions whether or not they agree with mine. **Disagreement with my position on any particular issue will NEVER affect your grade.** Disagreements should be conveyed with respect at all times. In considering positions, keep the NASW Code of Ethics in mind.

Course Assignments: **Late assignments have a 10% deduction per day. Assignments over five days will not be accepted and given a grade of 0.** Please note both due dates and times of all assignments. If you turn in an assignment over five minutes late, it will be deemed to be late. Rewrites will be rare and under special circumstances. Please contact me as soon as possible if you have a situation that requires special attention.

Email: Please check your email regularly. This is the primary way I will communicate with you outside of class. When you email me, **always use janicekhan65@gmail.com**

Writing Help: Writing is a skill and good writing is required for the receipt of a high grade. Please visit the Writing Center to ensure the proper use of grammar, thoroughness of thought and clear expression of ideas. If you know or suspect that you will need assistance from the writing lab for papers, make those arrangements NOW for each assignment. Last minute appointments are nearly impossible to obtain. If you are unable to get a last minute appointment and your paper is late, it is late and the 10% per day will apply.

Instructor Availability: If you would like to meet with me outside of class, make an appointment or send me an email. Email is your best resource for communicating with me. I accept texts but will answer only short questions via text. Be sure to identify yourself by name and class day (Monday). I am very available to assist you.

Preferred Name: If you would like to use a name other than your legal name for the purposes of this course and your time at Brown, please let me know. Washington University recognizes that many students prefer to use names other than their legal ones to identify themselves. As long as the use of this preferred name is not for the purposes of misrepresentation, the university acknowledges that a “preferred name” can and should be used where possible in the course of university education and communication. This policy is limited to first names and not surnames or family names. The university will attempt to display preferred first name to the university community where feasible and appropriate and make a good faith effort to update reports, documents and systems accordingly. As such, the student’s preferred first name may be used in the university directory, communications (e.g., press release to hometown newspapers), class rosters and other documents, except where the use of official name of record is required. The student’s official name of record will remain unchanged in all university-related systems and reports. [NOTE: A preferred name will not be shown on certain records, including paychecks, payroll records, transcripts, enrollment verification, medical records, financial aid documents and other records which require use of an official name of record. Students who wish to change their official name of record must submit official documentation (e.g., court order, divorce decree) directly to the Office of the University Registrar and Human Resources, if also employed.]
VIII. ASSIGNMENTS AND GRADING CRITERIA

Assignments:

There are three (3) written assignments for this course that will be based on a particular policy that you choose. Since you will be working with this policy all semester, I would recommend that you choose one that you are interested in or serves a population with which you want to work. Please feel free to choose your policy from these broad fields. (It would be wise to discuss your choice with me before proceeding):

- Health Care Policies
- Immigration Policies
- Indian Affairs Policies
- Education Policies
- Criminal Justice Policies
- Income Security Policies
- Employment/Labor Policies
- Housing Policies
- Urban Development Policies
- Veterans’ policies
- Policies Affecting Oppressed Groups Based on a Distinguishing Characteristic (ADA, IDEA, ADEA, Title VII of the Civil Rights Act, etc.)
- Policies that benefit the wealthy or disadvantage traditionally oppressed populations (often tax-based)

All assignments will be graded, in addition to content, on college level writing including standard grammar, syntax, and organization, and APA format. All assignments should be double-spaced and in 12 point font (preferably Arial or Calibri), unless otherwise instructed.

The fourth assignment is a presentation with a partner at the end of the semester.

The fifth component of your grade is participation and preparation. In addition to classroom participation, and being prepared with readings, you will prepare a social justice portfolio.

The sixth component of your grade is composed of a midterm examination and a final examination, closed book, in class. Notes are permitted.

A. POLICY ANALYSIS PAPER

This paper will lay the foundation for your next paper and presentation, as it will define the basics of your policy. It will follow the information given in Chapter 2 of Karger and Stoesz (Social Welfare Policy Research: A Framework for Policy Analysis, on reserve). On page 29, there is a specific model to use for this paper. **Do not deviate from this model.** If the policy you chose does not lend itself to this model, chose another policy. The model is laid out as questions to be answered in each section. However, do not simply write the question and an answer. The paper
should be essay format (third person, formal) and each section should contain information that would answer all of the topic areas, but in paragraph format and without the questions actually in the paper. Financial impact information must be present.

This paper should be at least 10, and no more than 15, double-spaced pages, excluding the Reference page, abstract, or any appendices. This paper should use the APA referencing format, both for in-text and end of paper references. Use of headings and sub-headings to differentiate your paper sections is required. Papers without headings and subheadings will not be graded and deemed late until papers are properly formatted.

**Due Date: February 17 no later than 11:59 on blackboard.** 100 points

**B. POLICY BRIEF**

The policy brief will be based on the same policy analyzed in your first paper.

This paper builds on the Policy Analysis paper and puts some of that information, as well as new information, in a different format for a different audience.

A policy brief is a document that outlines the rationale for choosing a specific policy change or course of action. It is written to a known audience, such as a legislator, an executive director or a coalition. A brief is not an academic paper, but rather provides a targeted audience with the exact evidence needed to take action.

This paper is not neutral in tone; rather, its purpose is to convince, or persuade, its audience to move in a new direction. It should be, however, based on factual material, not just rhetoric or propaganda.

You will first determine the value choices in your policy regarding allocation of funds, provisions, delivery and financing/funding. You will then choose **ONE** of those choices to be the basis of your policy brief. The other choices should not be mentioned in your brief unless applicable. Remember your target audience might not share social work values. How will you make it attractive to them?

Based on that one value choice, your policy brief will contain the following sections: (CLEARLY DEMARCATE THESE SECTIONS):

1. Executive Summary;
2. Context and importance of the problem, including a brief historical basis for the policy and the current social and economic setting for the policy. This section should demonstrate, through statistics and other data, how the policy is operating today (what are the population(s) affected, what do they look like, how is the policy helping/harming them);
(3) Critique of the portion of the policy you would like changed. Include in this section a discussion of the Gilbert and Terrell value choices made regarding this portion of the policy and alternatives that were also considered at the policy’s writing;
(4) The impact of this portion of the policy on the individual, group and structural levels. You may also comment on how the privileged populations benefit from this section;
(5) Any issues of social justice or human rights raised by this section; and,
(6) Specific recommendations for changing this portion of the policy. Please include a discussion of stakeholders who should be involved in the process. Also address any financial concerns or other barriers to change, including groups/people who may oppose the new policy.
(7) Concluding remarks.

This brief should be about 3 pages, excluding any appendices. Do not exceed a four page limit. A brief should be brief. Note that headings, subheadings and bullet points are part of a policy brief. You do not use APA citation methods for a policy brief. We will discuss the citation method more in class. However, you must not “lift” verbatim any material from other sources. Design and visual appeal are a large part of this project as well as content. Pamphlet format, with text blocks and use of color is encouraged. Would you be inclined to pick up this brief and read it?

Due Date: March 7 on Blackboard no later than 11:59 100 points

C. ADVOCACY PACKET
You will design an advocacy packet to promote the policy change defined in your policy brief. It will be submitted as a printed document in class in a portfolio. This packet will simulate a piece of work that you would submit to a professional agency OR to a citizen’s action group for implementation.

Your advocacy packet is made up of three sections. Tabs, colored or other clear dividers should separate the sections. ALL elements must be present. The absence of any element will be an automatic deduction of 10 points. Each portion should contain the following:

1. Media Section:
   • One Letter to the Editor or Op-Ed article regarding your proposed change to a major newspaper; and,
   • A press release regarding your proposed change.
   5 Extra points will be awarded if your Letter to the Editor or Op-Ed is published.

2. Community Organizing Section:
   • A specific plan to form a coalition around the policy change; and,
   • A Strategy Chart

3. Lobbying Plan:
   • A professional fact sheet to give to the target person(s)/groups;
   • A list of which legislators you wish to lobby and why. Please be specific!
   • Talking points to use while lobbying (“cheater points for lobbyists to be sure to cover)
   • A list of whom you will bring to lobby with you and why you would bring them (if appropriate).
Creativity and visual appeal will be part of the grade on this project.

**Due Date: April 9 IN CLASS** at 9:00AM (Printed) 100 points

**D. Midterm March 19 (9-19:30 AM) and final exam (April 23)**

There will be a midterm, and final exam. Each exam is worth 100 points (200 points total). Both exams will be in class and closed book. You may have hand written or printed notes. The exams will be a mixture of subjective and objective questions. If you have accommodations for extended testing time, you will be directed to go to the appropriate testing center. Exams will begin promptly at 9 and end at 10:30. If you are late, you will lose time.

*If you are not in attendance on a test day, a note from your doctor will be required in order to make up the test. No other excuses are acceptable. A medically excused missed exam may be made up on May 7. Unexcused missed exams will receive a grade of 0.*

**E. PARTICIPATION AND PREPARATION**

Show up on time, stay the entire class, with reading done, and contribute to the class and group discussions. **45 points.**

**F. PRESENTATION (Duo)**

With a partner, the final classes will consist of a brief, presentation of your Policy Brief as a simulation, using it to persuade a legislative body of the necessity/desirability of the policy change that you proposed. (You will need to choose one policy change/proposal.) The presentation will be 8 minutes. You will be stopped at nine minutes if you run over. You may also produce a reasonably professional video of this presentation to show in class instead of live. If you do this, it must feature mostly presentation, but some other clips may be used. Students are expected to attend both dates, whether presenting or not.

**Due Dates: April 30-May 7 30 points**

Grading criteria for all assignments

Grading is based on the quality of the work you turn in. If you have questions about how to do an assignment or wish to get feedback on your assignments, please make an appointment to see me. Once a grade is given, it will not be changed. Only individuals who do superior work will be assigned the grade of “A.” All written assignments should be written in accordance with the relevant citation style guidelines and employ correct grammar and spelling. If you need help writing or formatting your paper, please make an appointment with the Writing Lab to get assistance. If you know that writing is an issue for you, make the appointments immediately. Last minute appointments with the writing center are nearly impossible to obtain.
Two examinations 200 points
Policy Analysis paper 100 points
Policy Brief 100 points
Advocacy Packet 75 Points
Presentation 30 points
Participation and preparation 45 points

550 points total

Cumulative Grading Scale:

98% -100 A
92%-97% A-
89%-91% B+
84%-88% B
80%-83% B-
77%-79% C+
70%-76% C
Below 69% F

Grading Rubrics will be provided for the written assignments and presentation.

Due dates at a glance:
February 17 Policy Analysis due on blackboard 11:59 PM
March 7 Policy Brief due on Blackboard 11:59 PM
March 19 Midterm exam in class 9AM
April 9 Advocacy packet (or earlier) in class
April 23 Final exam in class 9AM
April 30 & May 7 Presentations
May 7 Approved makeup exams
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>EPAS Competencies (2016)</th>
<th>Role in this Various competencies</th>
<th></th>
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<tbody>
<tr>
<td>Social Welfare Policies and Services</td>
<td>Introduce d (1), Emphasize d (2) or Reinforce d (3) in each course.</td>
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| Demonstrated Ethical and Professional Behavior | C1 | 1 |
| Engage diversity and difference in practice. | C2 | 2 and 3 |
| Advance human rights and social and economic and environmental justice. | C3 | 1 |
| Engage in practice-informed research and research-informed practice. | C4 | 1 and 2 |

| Engage in Policy Practice | C5 | 1 and 2 |
| Engage with individuals, families, groups, organizations, and communities | C6 | 1 and 2 |

## Graded Assignments

<table>
<thead>
<tr>
<th>Competency/Competencies</th>
<th>Dimension/Dimension(s) Measured</th>
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<tbody>
<tr>
<td>Policy Analysis Paper, analyzing a social, economic, or environmental policy with relevance to social welfare.</td>
<td>C1, C2, C3, C4, C5</td>
</tr>
<tr>
<td>Policy Brief and Advocacy Packet on a social, economic, or environmental policy with relevance to social welfare. This will be submitted as a professional piece of work to present to a community or professional constituency</td>
<td>C1, C2, C3, C4, C5</td>
</tr>
<tr>
<td>Presentation of Policy Analysis and Advocacy Packet (like role play)</td>
<td>C1, C2, C3, C4, C5, C6</td>
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</table>
X. COURSE OUTLINE

Week 1: January 22

Introduction to the Course; Social work history;
Introduction to policy research: Lori Siegal, MLS, Brown Library Reference Librarian
(There will be handouts with information that will be included on the midterm exam.)

Bring your computer, tablet or other internet device to this class. You will learn about how the political process works in the US to pass legislation and learn to search policy data bases.

Required Readings:
Text: Chapter 1

Week 2: January 29
Deciding when to change the Status Quo; Using a policy analysis framework; Engaging in policy advocacy/ Policy Practice

Required Readings:
Text Chapters 2, 3, 4, 5, 6
**The U.S. Constitution. Found various places online including http://www.law.cornell.edu/constitution/constitution.overview.html if you haven’t read it lately!**

Week 3: February 5

Becoming policy advocates in the safety-net sector

Required readings:

Text Chapter 9


Week 4: February 12

Safety Net continued

Tax reform

Entitlement and Means-tested programs

Week 5: February 19
Becoming policy advocates in the health care sector

Required Readings:
Text Chapter 7


Week 6: February 26 Guest Speaker: Ed Weisbart, MD, Physicians for Single Payer Health Insurance
Understanding Single Payer Health Insurance and working productively with individuals and interests who do not align with social work values and potential changes in the APA

Week 7: March 5 (Policy Brief due March 7 at 11:59PM)
Becoming Policy Advocates for Populations at Risk
Additional readings will be provided.

Week 8: March 12  Spring Break!

Week 9: March 19 MIDTERM EXAM in class

Week 10: March 26
1) Becoming a policy advocate in the criminal justice sector
   Required Readings:
   Chapter 14
   *Koshy, S. (1897) The right of (all) people to be secure: Extending fundamental Fourth Amendment rights to probationers and parolees. Hastings Law Journal, (39), 449.

2) Becoming a policy advocate for immigration

   Required Readings:
   Text Chapter 13


**Week 11: April 2**

**Becoming policy advocates in the mental health sector**

Required Readings:
Text Chapter 10


**Week 12: April 9**

**Advocacy Packets due in class at 9 AM or in my mailbox prior to class.**

**Becoming a policy advocate for Housing and Homelessness**

Required Readings:


**NationalCoalitionfortheHomeless.org**

HATE CRIMES and DISCRIMINATION AND CRIMINALIZATION STUDIES

- No Safe Street: A Survey of Hate Crimes and Violence Committed against Homeless People in 2014 & 2015
- Vulnerable to Hate: A Survey of Hate Crimes & Violence Committed against Homeless People in 2013
- Senseless Violence: A Survey of Hate Crimes/Violence against the Homeless in 2012
- 2011 Report: Hate Crimes Against the Homeless: The Brutality of Violence Unveiled
- 2010 Report: Hate Crimes Against the Homeless: Violence Hidden in Palin View
• **2009 Report: Hate Crimes Against the Homeless: America's Growing Tide of Violence**
• **2008 Report: Hate, Violence, and Death on Main Street USA**
• **Swept Away: Reporting on the Encampment Closure Crisis (2016)**
• **Share No More: The Criminalization of Efforts to Feed People in Need (2014)**
• **A Place at the Table: Prohibitions on Sharing Food with People Experiencing Homelessness (2010)**
• **Feeding Intolerance: Prohibitions on Sharing Food with People Experiencing Homelessness (2007)**

**Week 13: April 16**

**Becoming policy advocates in the child and family sector**

**Required reading:**

Text Chapter 11

*The President’s Budget for Fiscal year 2016. From https://www.whitehouse.gov/omb/budget

/who-we-are/foster-care-statistics/

system: Prevalence, characteristics, and risk. Children and Youth Services Review, 31(7), 775-783.
**Fong, R, & Bergner Cardoso, J. (2010). Child human trafficking victims: Challenges for the child


children and families. Retrieved from Georgetown University: http://georgetown.edu/wp-


states/tabid/13275/Default.aspx.

**Week 14: April 23 Final Exam 9AM-10:30**

**Getting political! Lobbying!**
Required readings:
**How Should You Lobby Decision-Makers? From the ACLU at http://www.aclu.org/takeaction/general/18916res20030313.html

Week 15: April 30
Presentations

Week 16: May 7
Presentations; approved make-up exams by prior permission

NOTE: The professor reserves the right to change dates of topics due to availability of activities of particular interest, guest speakers’ availability, etc.