Semester/Year: Spring 2021  
Course Title: Diverse Populations  
Course Prefix/Number/Section: SOCW 3307 (formerly SOCW 3317)-014  
Instructor Name: Sophia Fantus, PhD, MSW  
Faculty Position: Assistant Professor  
Faculty Profile:  
Office Number:  
Phone Number:  
Email Address: sophia.fantus@uta.edu  
Office Hours:  
Day and Time of Class (if applicable): Online  
Location: Online  
Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.  
Canvas: https://uta.instructure.com/  

A. Description of Course Content

Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior. This course is required for admission to the Bachelor of Social Work (BSW) program. Offered as AAST 3317, SOCW 3307 and MAS 3319; credit will be granted in only one department.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior  
2. Engage Diversity and Difference in Practice  
3. Advance Human Rights and Social, Economic, and Environmental Justice  
4. Engage in Practice-informed Research and Research-informed Practice  
5. Engage in Policy Practice  
6. Engage with Individuals, Families, Groups, Organizations, and Communities  
7. Assess Individuals, Families, Groups, Organizations, and Communities  
8. Intervene with Individuals, Families, Groups, Organizations, and Communities  
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, the main foci are competencies 2, 3, 7, & 8.
Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths,
needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals.

**C. Required Textbooks and Other Course Materials**

There is **no** required textbook for this course.

Required readings will be posted on Canvas under the relevant module for the week. Readings will consist of open access resources, including peer-reviewed manuscripts, podcasts, videos and documentaries, as well as news stories, op-eds and narratives. It is expected that students will complete these readings for the assigned week.

**D. Additional Recommended Textbooks and Other Course Materials**

N/A

**E. Descriptions of Major Assignments and Examinations**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>9 Discussion Posts (5 point each)</td>
<td>45</td>
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<tr>
<td>Neighborhood Assessment Paper</td>
<td>25</td>
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<tr>
<td>Self-Reflection Paper</td>
<td>15</td>
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<tr>
<td>Original Discussion Post</td>
<td>5</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 Points</strong></td>
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1) **9 Discussion Postings (5 points each; 45 points total)**  
Addresses **EPAS Competencies 2, 3, 8 & 9**

There will be a total of 9 discussion postings over the course of the semester. The instructor will post a
discussion topic. This will usually consist of material to review (such as a podcast, video, or article) and there will be a series of questions to answer.

Each student is responsible to post a roughly 250-word response to the questions being answered, with specific reference to the required reading materials from the week or lessons learned in the guest lectures. This is required. Each student will also be required to respond to another student’s post at least one time per discussion post. Responses must demonstrate insight and foster continued learning. Responses that are short and do not demonstrate effort, such as simply stating "Good idea. I agree," will not receive full points. **Late posts will not be counted. A student who posts a late comment will receive zero points.**

You will have to:

- Respond to the discussion post and comment on at least one posting from your classmates.

- Demonstrate thoughtfulness and effort in your response.

**Discussion Post Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning (below 70%)</th>
<th>Developing (70-79%)</th>
<th>Accomplished (80-89%)</th>
<th>Exemplary (90-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas, Arguments, &amp; Analysis</td>
<td>Ideas expressed lack an understanding of the discussion topic. Comments are irrelevant, off-topic, and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples.</td>
<td>Ideas expressed show a minimal understanding of the discussion topic. Comments are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas with limited analysis, original thought, and/or supported viewpoints.</td>
<td>Ideas expressed are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part. Viewpoint is supported with evidence and/or examples.</td>
<td>Ideas expressed include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking and analysis with evidence and examples. New insights are evident with prompts to further discussion of topic.</td>
</tr>
<tr>
<td>Connection to Course Materials</td>
<td>No connections are made to readings or other course materials and/or if made, are not clearly stated and are largely personal opinions.</td>
<td>Minimal direct connections are made to readings and/or other course materials. Connections are unclear.</td>
<td>Some direct connections are made to readings and/or other course materials and are clearly stated for the most part.</td>
<td>Strong, direct connections are made to readings and/or other course materials and are clearly stated.</td>
</tr>
</tbody>
</table>
### Contribution to Learning Community

| Minimal contribution to the learning community. Disengaged from other posts and/or has a negative effect through misrepresenting content in other posts, inappropriate comments made, and/or attempts to dominate the discussion. | Somewhat contributes to the learning community but the focus is generally on own posts. Occasionally interacts with others’ postings but little attempt to involve other students in the discussion. Short statements such as “I agree with...”. | Contributes to the learning community. Often attempts to direct group discussion to present relevant viewpoints and meaningful reflection by others. Interacts respectfully with students. | Effectively contributes to the learning community to motivate group discussion. Initiates dialogue and motivates group discussion by providing feedback to students’ postings, asking follow-up questions, and through thoughtful, reflective comments. Respectfully encourages a variety of viewpoints and invites contributions from others |

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2) **Original Discussion Post (5 points) Addresses EPAS Competencies 2, 3, 8 & 9**

Post a link or post a pdf (printed source) to a recent published article (can be a research article, newspaper article, social media) about one of the systems of oppression we have discussed in class. Please then post the following response to your article. Do not plagiarize the article. Answer the questions in your own words.

- The main point of this article is....
- What stood out to me most about this article....
- Why is this article is relevant to the work that we do as social workers?

The original discussion post needs to be submitted prior to the last day of class at the end of the semester.

3) **Neighborhood Assessment Paper (25 points) Addresses EPAS Competencies 2, 3, & 9**

Using the ADL’s *Imagine a World Without Hate: Assessing your school environment for access to people with disabilities*, as well as the following websites on building inclusive communities, write a reflection on your own neighborhood environment (the neighborhood in which you reside). Here are the following guidelines:


1. If it is safe, take a walk around your neighborhood and look at certain aspects that reflect ableism or certain areas that may be accessible to those living with both visible and non-visible disabilities. Ask yourself whether storefronts and community spaces have wheelchair access, whether the doors seem big enough for a wheelchair, whether walking signs make noise and the street surfaces have braille to make sure those who are visually impaired can safely cross the street, and whether there are cracks in the sidewalks or if there are any sidewalks at all. These are only some examples to showcase. This 10-minute clip might be helpful: [https://www.youtube.com/watch?v=RD_SLJG7oi8](https://www.youtube.com/watch?v=RD_SLJG7oi8)

2. Research your neighborhood and ask yourself whether your area has the following: (1) affordable housing; (2) community organizations and for whom – for instance, there may be a community organization but what are the types of activities does it offer and are there any safe and inclusive spaces for those living with disabilities, for LGBTQ+ individuals etc. (3) older adult support groups or organizations (4) access to public transportation; (5) access to hospitals, physicians, mental health organizations, prenatal care; (6) new immigrant resources; (7) religious diversity – are there churches, mosques, synagogues in your
neighborhood. If there are just churches, how many and for what denominations; (8) access to fresh food – what type of grocery stores are in your neighborhood and in walking distance – are these just convenience stores or is there a place to purchase fresh fruit and vegetables (take a look at cost); (9) think about the schools in your area – can you look up their rating and see what types of educational resources, ratings, and demographics they have; and (10) in taking your walk, do you see diversity? What this means is, do you take notice of those who may look different than you and is this obvious or does your community seem homogeneous? For this, I want you to think about your close neighborhood and proximity rather than looking at your county.

3. As a social worker, what do you think would be your action steps or intervention practices to assist your community in becoming more inclusive and diverse?

Format: 6-7 pages not including title page. APA style 7th edition is required. This means all papers are double spaced, 12-point font, Times New Roman and utilize sub-headings to capture different themes. All in-text citations and reference lists have to follow APA. Writing is easy to read and well-organized. All papers need to be handed in on time and with a proper title page. Late assignments will be penalized 2 points per day.

Rubric:

1. Formatting (including APA style and writing clarity): 10 marks

2. Relevance to Responses for Each Question Asked: 30 marks

3. Critical Insight (in-depth exploration with the use of concrete examples as well as external research materials and in-class required readings): 60 marks

4) Self-Reflection Paper (15 points) Addresses EPAS Competencies 2, 3, & 9

An important final step in this class is to thoughtfully consider your own experiences of privilege and marginalization. We all have preconceived biases and thoughts and it is important to examine these if we want to become allies, create inclusive communities, and be compassionate and competent social workers. The final assignment for this class is a self-reflection paper to critically analyze and reflect on the material learned throughout the semester.

As this class will examine issues related to diversity, this assignment will focus on examining your own intersectional identities, including race, ethnicity, gender and sexual identity, ability, language, class, age, and religion as it pertains to both experiences of privilege as well as discrimination.

It is essential that we come to understand ourselves, how our own implicit biases have been socially constructed, and the ways in which we were raised, and how our lived experiences have influenced our perspectives, opinions, and beliefs. We receive messages from our socioecological setting (from individual biases to institutional and systemic level practices) that influence our values, attitudes, beliefs, and biases.

This assignment requests that you reflect on how your lived experiences have shaped how you value and evaluate the world around you, how it has shaped your thinking, your behavior, your values, attitudes, and belief systems. This paper is an exploration not only of ‘who you are’ but why you have the opinions, beliefs, assumptions, stereotypes and biases that you have – where to they come from and how have our own experiences shaped how we see the world around us.

Describe and critically examine your own social identities

1. Start by examining and labeling your own social identities (e.g., what is your race, ethnicity, age demographic, sexual and/or gender identity, immigration status, native language, religion, ability, etc). Think about whether there is an identity you feel strongly attached or connected to.

2. With respect to these identities, what are some ways (like we have discussed in class) in which you feel you have had access to certain privileges (think about education, income, job security, ability to marry or show affection in public, and other federal protections)?
3. With respect to these identities, what are some ways you have experienced systems of oppression? How have you faced barriers to accessing privilege? (e.g., lack of federal protections, limited provider competencies, fear of being stopped by police, employment opportunities).

4. What do you think are some of the ways your identity has shaped your worldview? Over the course of the semester, were there any preconceived notions or implicit biases you became aware of?

5. What types of messages (implicit or explicit) have you received from others in your own upbringing? What I mean by this is what are the ways in which individuals (your family, your friends) and institutions (schools, places of worship, organizations) have informed you about certain other populations or even your own identity? Be concrete and use examples, including how were you taught about race, sexual or gender identity, religion (etc.)? Have these changed over time?

6. In reflecting on this course, what are some things you learned about your own identity and how does this inform your social work practice?

**Format:** 3-4 pages (not including title page). APA style 7th edition is required. This means all papers are double spaced, 12-point font, Times New Roman and utilize sub-headings to capture different themes. All in-text citations and reference lists have to follow APA. Writing is easy to read and well-organized. All papers need to be handed in on time and with a proper title page. Late assignments will be penalized 2 points per day.

**Rubric:**

1. **Formatting** (including APA style and writing): 10 marks

2. **Relevance and Response to Each Question Asked:** 30 marks

3. **Critical Insight** (in-depth exploration with the use of concrete examples and reference to materials from the course): 60 marks

All assignments for this course will be due Sunday at 11:59 pm. Two points will be taken off per day for late assignments without written permission. Extensions will be considered on a case-by-case basis, with at least a week prior to the assignment’s due date. All assignments should be uploaded to Canvas.

**Plagiarism**

The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately. THIS APPLIES TO ALL ASSIGNMENTS IN THIS CLASS.

- All information from outside sources should be cited in APA format.
- Information from outside sources should be paraphrased in your own words. Changing a couple words from the original source does not constitute an appropriate summary.
- If you summarize information, you should still give credit to the source of that information using an in-text citation, like this (Fantus, 2020). You must also include a full reference in your references page.
- Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words. Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Fantus, 2020, p.1).
- Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own. I have access to papers submitted previously even to other classes or institutions.
- Do not resubmit a paper that you wrote for another class assignment. This is considered “self-plagiarism.”

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words. Any students found plagiarizing (which includes using segments of another student’s paper,
inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please on’t plagiarize and ask me if you have any questions.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

Participation (10 points): This course will be a mix between online asynchronous and synchronous. This entails that all students must complete the asynchronous module on the date listed and arrive to our scheduled synchronous virtual classroom on time and prepared to actively engage in discussions. We will be having guest lectures throughout the semester in our synchronous classes and so there is an expectation that everyone is present to be respectful of the guest lecturer and mindful of their time.

- Raises or facilitates discussions with peers and guest lecturers during synchronous online sessions
- Engages in critical thinking and poses questions to the reading materials
- Attends synchronous class sessions and responds to the instructor’s and peers’ contributions
- Attendance will be taken through Microsoft Teams as all sessions will be recorded.
- If a synchronous class will need to be missed, the instructor will need advance notice. Points for participation will be taken off for each class missed without advanced notice.
- Bonus participation points can be earned if you respond to more than 2 peers’ discussion postings.

G. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Posts (9 Postings)</td>
<td>45 (5 points each)</td>
</tr>
<tr>
<td>Self-Reflection Essay</td>
<td>15</td>
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<tr>
<td>Neighborhood Analysis Paper</td>
<td>25</td>
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<tr>
<td>Original Discussion Post</td>
<td>5</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>10</td>
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</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

There are no exams in this course. All assignments need to be submitted through Canvas on Sunday at 11:59
Two points per day will be taken off for each day the assignment is late, unless there is written permission from the instructor for an extension. Permission will be assessed on a case-by-case basis but students must give the instructor at least a week notice for any extensions.

I. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>01/20</td>
<td>Synchronous: Introduction &amp; Syllabus Review</td>
<td></td>
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<tr>
<td>01/25</td>
<td>Asynchronous: Intersectionality</td>
<td></td>
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<tr>
<td>01/27</td>
<td>Synchronous: Code of Ethics &amp; Social Justice</td>
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<tr>
<td>02/01</td>
<td>Asynchronous: Paradigms &amp; Terminology</td>
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<tr>
<td>02/03</td>
<td>Synchronous: Discussion on Privilege</td>
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<tr>
<td>02/08</td>
<td>Asynchronous: Classism</td>
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<tr>
<td>02/10</td>
<td>Synchronous: Rural Communities (Guest Lecture)</td>
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<tr>
<td>02/15</td>
<td>Asynchronous: Disability and Ableism</td>
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<tr>
<td>02/17</td>
<td>Synchronous: Diversity, Disabilities, and Determination - Paths to Guardianship (Guest Lecture)</td>
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<td>02/22</td>
<td>Asynchronous: Mental Health Discrimination</td>
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<tr>
<td>02/24</td>
<td>Synchronous: Military &amp; Veteran Populations (Guest Lecture)</td>
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<tr>
<td>03/01</td>
<td>Asynchronous: Age Discrimination</td>
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<tr>
<td>03/03</td>
<td>Synchronous: Ageism (Guest Lecture)</td>
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<td>03/08</td>
<td>Asynchronous: Religious Diversity</td>
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<tr>
<td>03/10</td>
<td>Synchronous: Cultural Pluralism &amp; Cross-Cultural Communication</td>
<td>Neighborhood Analysis Paper Due on Sunday at 11:59 pm</td>
</tr>
<tr>
<td>03/15</td>
<td><strong>Spring Vacation - No Classes</strong></td>
<td></td>
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<tr>
<td>03/17</td>
<td><strong>Spring Vacation - No Classes</strong></td>
<td></td>
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<tr>
<td>03/22</td>
<td>Asynchronous: Racism Introduction</td>
<td></td>
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<tr>
<td>03/24</td>
<td>Synchronous: Racism in the Criminal Justice System (Panel Presentation)</td>
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<tr>
<td>03/29</td>
<td>Asynchronous: Indigenous Peoples of Canada and the U.S.</td>
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<tr>
<td>03/31</td>
<td>Synchronous: Racism in Child Welfare (Guest Lecture)</td>
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<td>04/05</td>
<td>Asynchronous: Immigration &amp; Xenophobia</td>
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<td>04/07</td>
<td>Synchronous: Refugees &amp; Immigrants (Guest Lecture)</td>
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<tr>
<td>04/12</td>
<td>Asynchronous: Intersections of Racism &amp; Sexism</td>
<td></td>
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<tr>
<td>04/14</td>
<td>Synchronous: Body Image, Colorism, &amp; Morbidity in Pregnancy (Guest Lecture)</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Discussion Post Due on Sunday at 11:59 pm</td>
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<tr>
<td>04/19</td>
<td>Asynchronous: Sexism</td>
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<tr>
<td>04/21</td>
<td>Synchronous: Relationship Violence &amp; Sexual Assault Prevention Program (Guest Lecture)</td>
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<tr>
<td>04/26</td>
<td>Asynchronous: Sexual and Gender Minorities Introduction</td>
<td>Discussion Post Due on Sunday at 11:59 pm</td>
</tr>
<tr>
<td>04/28</td>
<td>Synchronous: UTA’s LGBTQA Program (Guest Lecture)</td>
<td></td>
</tr>
<tr>
<td>05/03</td>
<td>Synchronous: Wrap-Up</td>
<td>Discussion Post Due on Sunday at 11:59 pm</td>
</tr>
<tr>
<td>05/04</td>
<td>This is the official last day of class. Self-Reflection papers will be due at 11:59 pm.</td>
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</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

**L. Grade Grievances**

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

**M. Institutional Policies**

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.