A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings)
Introduction to theoretical, practical and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior.

This course is part of the Human Behavior and the Social Environment curriculum sequence in the School of Social Work at the University of Texas at Arlington. Students are introduced to the theoretical issues related to race, ethnicity, gender, sexual orientation, and disability status. Course includes a study of historical, political, and socioeconomic forces that maintain racist, sexist, heterosexist, and ablest values, attitudes and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self-concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice are examined in terms of social work values, knowledge and skills at the micro, mezzo, and macro levels of organizational behavior.
The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender, sexual orientation, or disability status. Please note, this is not a practice course. While practice interventions will be discussed at times, the focus of the course remains on developing a theoretical understanding of human behavior in relationship to race, ethnicity, gender, sexual orientation, and disability status.

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

This course addresses the following foundation educational objectives:

Objective 2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 3: Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objective 4: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Objective 7: Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

CORE COMPETENCIES AND PRACTICE BEHAVIORS
SOCW 5317 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

(a) Recognize and manage personal values in a way that allows professional values to guide practice.
(b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Social Workers (c) Tolerate ambiguity in resolving ethical conflicts; and (d) Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. [Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:]
   (a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Educational Policy 2.1.4—Engage diversity and difference in practice. [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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:]
   (a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
   (b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
   (c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
   (d) View themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. [Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:]
   (a) Understand the forms and mechanisms of oppression and discrimination.
   (b) Advocate for human rights and social and economic justice; and
   (c) Engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]
   (a) Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. [Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in promoting and maintaining
health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

(a) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
(b) critique and apply knowledge to understand person and environment.

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

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.7 (a & b); Achieved through: In-Class Team Application Activities, Quizzes, Midterm and Final Exam, and Out of Comfort Zone Paper)

2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.6, & 2.1.7 (a & b); Achieved through: In-Class Team Application Activities, Quizzes, Final Exam, and Out of Comfort Zone Paper)

3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well-being for persons of oppressed groups. (EP 2.1.3(a), 2.1.4 (a-d), 2.1.5 (a-c), & 2.1.7 (a & b); In-Class Team Application Activities)

4. Examine self-identity and values as regards to social work values, ethics, and professional practice. (EP 2.1.2 (a-d), 2.1.4 (a-d) & 2.1.5 (a-c); Critical Reflection Paper, Out of Comfort Zone Paper, In-Class Team Application Activities)

5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions. (EP 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, In-Class Team Application Activities)

6. Develop specific strategies that promote economic and social justice for populations at risk. (EP 2.1.3 (a), EP 2.1.4 (a-d) & 2.1.5 (a-c); In-Class Team Application Activities)

C. Required Text(s) and Other Course Materials

D. Additional Recommended Text(s) and Other Course Materials
Other required and recommended readings, websites and videos are taken from different sources. These readings are available for download through the Blackboard site in their respecting unit folder.

E. Major Course Assignments & Examinations
Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others’ ability to participate at the same time. This means that we come prepared to join in the virtual classroom learning experience by having our readings and other work completed in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community.
<table>
<thead>
<tr>
<th>Assignments &amp; Examinations</th>
<th>Value (points)</th>
<th>Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete and post the “Self ID” Form on Bb</td>
<td>5</td>
<td>1/25</td>
</tr>
<tr>
<td>Take the Syllabus Quiz on Bb</td>
<td>15</td>
<td>1/25</td>
</tr>
<tr>
<td><strong>Complete the UTA’s Library tutorial:</strong> Acknowledging Sources (Plagiarism) and take the quiz on Bb. Access: <a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a></td>
<td>10</td>
<td>1/25</td>
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<tr>
<td>Note: Make sure you take the quiz on Bb.</td>
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<tr>
<td><strong>Out of Comfort Zone Paper:</strong> One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write a short paper (4-6 pages) based on their visit to a place that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); gathering of a specific race or ethnicity group; a gay, lesbian, bisexual, and transgendered (LGBT) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others. You must include the following sections in your paper: 1) why you chose this particular experience that you’re writing about as well as the details of when and where it took place, 2) your thoughts, feelings, apprehensions, and preconceived notions prior to the experience, 3) a detailed description of the experience, including your thoughts and feelings, and interactions with others throughout the experience, 4) any –isms you noticed or experienced, and 5) what you learned from the experience. Rubric will be available on Blackboard. <strong>Note:</strong> If you have doubts of the place to choose please consult with the instructor prior to assisting to the activity.</td>
<td>50</td>
<td>3/1</td>
</tr>
<tr>
<td><strong>Quizzes (9):</strong> Take 9 individual timed quizzes on Blackboard prior to the discussion of the corresponding unit. Each quiz will consist of 10 multiple choice items of the assigned textbook chapter. Each quiz has a value of 20 points each. Remember, if you miss the due date you will not be able to make up the quiz. <strong>Lowest grade will be dropped at the end of the semester.</strong></td>
<td>160</td>
<td>See Course Outline</td>
</tr>
<tr>
<td><strong>Discussion Boards (9 forums x 15 points each):</strong> You will participate in 9 Blackboard discussion boards. The main objective of these forums is to analyze and discuss course content, share ideas and learn from your team peers. These threaded discussions will help you reflect and think critically upon current knowledge for a more in-depth learning experience. Besides you post you must respond to at least two peers (total of 3 posts per forum). Note that you will only be able to read and respond to peers’ postings after you submit your post. I highly encourage you to read, reflect and post your first entry in the forum no later than mid-week. This will give you time to read and respond to peers’ posts, as well for them to respond to yours. This will generally enhance your understanding of the material as well as your overall experience in the course. In order to earn the full points in each forum, you must meet the following criteria:</td>
<td>120</td>
<td>See Course Outline</td>
</tr>
</tbody>
</table>
Assignments & Examinations | Value (points) | Due Date*
---|---|---
✓ Respond to main prompt  
✓ Refer to unit’s content and concepts  
✓ Post reactions to peers’ postings  
✓ Write at least a total of 150 words for each entry  
✓ Demonstrate thoughtfulness and effort in your posts, presenting your perspective and critical thinking on readings and peers’ posts  
Note: If you post past the due date (Sundays) you will not receive points for that particular entry. **Lowest grade will be dropped at the end of the semester.**

Mid-term Exam: Take a mid-term exam on Blackboard. This exam consists of 25 multiple choice items of course content covered up to the exam due date. Content to be examined will be specified. Remember, if you miss the due date you will not be able to make up this exam. | 50 | 3/29

Final Exam: Take a final exam on Blackboard. This will be a qualitative exam, which will consist of 4 short essay questions. Content to be examined will be specified. Remember, if you miss the due date you will not be able to make up this exam. | 100 | 5/10

Extra Credit: End of term Course Assessment  
You will have the opportunity to offer feedback on course content and assignments, as well as offer recommendations for future sessions. The main goal is to gather your opinion and learning experiences to develop the content and assignments for future sections of this course. **Note: This activity is not to evaluate my performance as an instructor.** Submit this assessment on Bb at the end of the semester before due date. | (10) | 5/10

*All due dates end at 11:59pm.

F. Grading Policy  
General grading criteria for written work include: logical development of concepts, thoroughness, and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives.

In most cases, expect the professor to grade assignments within 3 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 3 week period. FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail.

There are 9 quizzes and 11 discussion boards in the course and the lowest grade for each category (total of 2 assignments) will be dropped at the end of the semester. Calculating your grade after ALL assignments have been graded: Find the “Total” column (max. points= 510) in Blackboard Grade Center and see where that number falls in the following grading scale below.
<table>
<thead>
<tr>
<th>Point Range</th>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>457 - 510</td>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>406 - 456</td>
<td>80 - 89</td>
<td>B</td>
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<tr>
<td>355 - 405</td>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>304 - 354</td>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>303 and below</td>
<td>59 &gt;</td>
<td>F</td>
</tr>
</tbody>
</table>

**Suggestions for earning a good grade:**
The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read and view the assigned material.
- Second, ask your question regarding the course materials through an email to the professor or the Q&A session on Blackboard.
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.
- It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA’s English Writing Center.

Invariably, students who communicate with the professor regarding course materials, e.g., "I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.," earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., "When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.."

The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully, including the Online Course Management document posted on Blackboard. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

Additionally, you will find the **grading rubric(s)** that will be use to assess your major assignment(s) on Blackboard. This will help you guide your work and understand your professor’s expectations. **It is recommended that you check the rubrics before turning in your assignments to ensure you have covered all areas.** It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA’s English Writing Center.

**Each week, you should:**
1. Check Blackboard at least twice a week to read the To Do announcements, take quizzes, complete/submit assignments and download course materials posted by the instructor.
2. Complete your readings in the required textbook; are available in the appropriate folder in the “Course Materials” area on Blackboard.
3. Complete the assignments for each unit. These are designated in the course outline in this document and should be submitted via Blackboard. Assignment links will be available in the Assignment tab in the main menu and the quizzes are located in the corresponding folder in the “Course Materials” area on Blackboard.
4. Evaluate whether you understand the course materials. If you have questions about the course materials, then please email your questions to the professor (martam@uta.edu) or the post on the Q&A session on Blackboard.

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

An **Incomplete** (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of **plagiarism** of any assignment by the Office of Student Conduct. **Note:** The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- **Tutorial on Plagiarism** (UT-Arlington)
  [http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php)
- **Plagiarism Examples** (Rob Toreki, University of Kentucky Department of Chemistry)
  [http://www.chem.uky.edu/courses/common/plagiarism.html#Examples](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples)
- **Avoiding Plagiarism** (UC-Davis)
- **Unacceptable Paraphrases** (Indiana University Writing Tutorial Services)
  [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)

**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

**G. Make-Up Exam or Assignment Policy**
Examinations and assignments are not accepted past due dates. **Note:** In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

**H. Attendance Policy**
This course is online; however the following is UTA’s policy. At the University of Texas at Arlington, taking attendance is not required. Rather, 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. For institutional authorized absences please refer to the latest academic regulation: [http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#9](http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#9).
Additional requirements:

- A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.
- Meaningful class participation is one of the requirements of university education. In this online course participation includes: regularly access the course in Blackboard, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, and not logging in at least twice weekly to Blackboard. In borderline grade situations, Blackboard access will count at the professor’s discretion.

I. Course Outline and Schedule

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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained. Modifications to assignments and the class schedule will be made after consultation with students. Note: please access our Blackboard course site for all required and recommended readings and materials.

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Assignments and Examinations</th>
<th>Due Dates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INTRODUCTION AND COURSE OVERVIEW; DISCUSSION OF SYLLABUS; REVIEW OF MAJOR ASSIGNMENTS AND COURSE MANAGEMENT</td>
<td>Complete “Self ID” Form</td>
<td>1/25</td>
</tr>
<tr>
<td></td>
<td>Required reading(s): Syllabus Welcome!: Online Course Management Sheet “Self ID” Form UTA’s Library Tutorial: Acknowledging Sources <a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a></td>
<td>Quiz on Syllabus &amp; Course Management Plagiarism Tutorial and Quiz on Bb</td>
<td>1/25</td>
</tr>
<tr>
<td>2</td>
<td>WORLDVIEW &amp; PARADIGMS</td>
<td>Discussion Board 1</td>
<td>2/1</td>
</tr>
<tr>
<td>3</td>
<td>PREJUDICE, STEREOTYPING, OPPRESSION &amp; DISCRIMINATION</td>
<td>Discussion Board 2 Quiz 1 (Chap. 2)</td>
<td>2/8</td>
</tr>
<tr>
<td>4</td>
<td>CROSS CULTURAL COMMUNICATION</td>
<td>Discussion Board 3 Quiz 2 (Chap. 3)</td>
<td>2/15</td>
</tr>
<tr>
<td>5</td>
<td>MULTICULTURALISM &amp; INTERSECTIONALITIES</td>
<td>Discussion Board 4 Quiz 3 (Chap. 13)</td>
<td>2/22</td>
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<tr>
<td>Units</td>
<td>Topics</td>
<td>Assignments and Examinations</td>
<td>Due Dates*</td>
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<tr>
<td>6</td>
<td>PRIVILEGE</td>
<td>Discussion Board 5</td>
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<tr>
<td></td>
<td></td>
<td>Out of Comfort Zone Paper</td>
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<tr>
<td>7</td>
<td>ABLEISM &amp; AGEISM</td>
<td>Discussion Board 6</td>
<td>3/8</td>
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<td></td>
<td>Quiz 4 (Chap. 12)</td>
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<td></td>
<td><strong>3/9-15</strong> SPRING BREAK</td>
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<tr>
<td>8</td>
<td>SEXISM &amp; GENDER DIVERSITY</td>
<td>Discussion Board 7</td>
<td>3/29</td>
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<td></td>
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<td>Midterm Exam</td>
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<tr>
<td>9</td>
<td>HETEROSEXISM</td>
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<td>10</td>
<td>CLASSISM</td>
<td>Discussion Board 8</td>
<td>4/5</td>
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<td>Quiz 5 (Chap. 9)</td>
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<tr>
<td>11</td>
<td>IMMIGRATION</td>
<td>Discussion Board 9</td>
<td>4/12</td>
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<td>Quiz 6 (Chap. 4)</td>
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<tr>
<td>12</td>
<td>RACISM</td>
<td>Discussion Board 10</td>
<td>4/19</td>
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<tr>
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<td>Quiz 7 (Chap. 5)</td>
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<tr>
<td>13</td>
<td>RELIGIOUS INTOLERANCE</td>
<td>Discussion Board 11</td>
<td>4/26</td>
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<tr>
<td></td>
<td></td>
<td>Quiz 8 (Chap. 6)</td>
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<tr>
<td>14</td>
<td>CHALLENGING OPPRESSION, CULTURAL PLURALISM &amp; DIVERSITY</td>
<td>Quiz 9 (Chap. 14)</td>
<td>5/3</td>
</tr>
<tr>
<td>15</td>
<td>FINAL EXAM &amp; END OF TERM COURSE ASSESSMENT</td>
<td>Final Exam</td>
<td>5/10</td>
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<td></td>
<td></td>
<td>Extra Credit: End of term course assessment</td>
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</tbody>
</table>

*All due dates end at 11:59pm.
J. Expectations for Out-of-Class Study
Since this is an online course students should expect to spend at least 6 hours in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current catalog. For undergraduate courses, access http://catalog.uta.edu/academicregulations/grades/#undergraduatetext; for graduate courses, see http://catalog.uta.edu/academicregulations/grades/#graduatetext. You can also see the BSW/MSW Program Manual.

L. Student Support Services
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Library Support and Writing Resources
The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via email: dillard@uta.edu. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
- Library Home Page http://www.uta.edu/library
- Subject Guides http://libguides.uta.edu
- Subject Librarians http://www-test.uta.edu/library/help/subject-librarians.php
- Database List http://www-test.uta.edu/library/databases/index.php
- Course Reserves http://pulse.uta.edu/vwebv/enterCourseReserve.do
- Library Catalog http://discover.uta.edu/
- E-Journals http://utalink.uta.edu:9003/UTAlink/az
- Connecting Off-Campus http://libguides.uta.edu/offcampus
- Ask a Librarian http://ask.uta.edu

The School of Social Work has a Writing Resource Coordinator, Dr. Chris Kilgore. You can contact him at via email: chriskilgore@uta.edu, kilgorec@uta.edu or his office in Building A, Room 319C. You can also access resources at the English Writing Center located at the Central Library Room 411 (Tel. 817-272-2601). Writing online sites:
- Perdue Online Writing Lab: https://owl.english.purdue.edu/owl/
- APA Style: http://www.apastyle.org/
N. Emergency Exit Procedures

Does not apply to online courses

O. Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Americans with Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the **Americans with Disabilities Act (ADA)**. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.
S. Electronic Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important
deadlines and events, as well as to transact university-related business regarding financial aid, tuition,
grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking
the inbox regularly. There is no additional charge to students for using this account, which remains
active even after graduation. Information about activating and using MavMail is available at

T. Student Feedback Survey
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory”
shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access
the SFS for this course will be sent directly to each student through MavMail approximately 10 days
before the end of the term. Each student’s feedback enters the SFS database anonymously and is
aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather,
tabulate, and publish student feedback is required by state law; students are strongly urged to
participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week
This ONLY applies to courses administering a major or final examination scheduled in the week and
locations designated for final examinations following last classes. A period of five class days prior to the
first day of final examinations in the long sessions shall be designated as Final Review Week. The
purpose of this week is to allow students sufficient time to prepare for final examinations. During this
week, there shall be no scheduled activities such as required field trips or performances; and no
instructor shall assign any themes, research problems or exercises of similar scope that have a
completion date during or following this week unless specified in the class syllabus. During Final Review
Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except
makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final
examination during Final Review Week. During this week, classes are held as scheduled. In addition,
instructors are not required to limit content to topics that have been previously covered; they may
introduce new concepts as appropriate.

V. School of Social Work - Definition of Evidence-Informed Practice
Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the
philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though
many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our
understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies,
and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and
effective therapies, combined with professional ethical standards, clinical judgment, and practice
wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise
and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s
vision is to promote social and economic justice in a diverse Environment.” Empowerment connects
with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment
is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well
be argued that true social justice cannot be realized without empowerment. Empowerment, anchored
with a generalist base, directs social workers to address root causes at all levels and in all contexts, not
simply “symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment
Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*