



Course title:	Diversity and Social Justice in Social Work
Course #/term:	SW 504 Section 001(2481) Fall 2019
Time and place:	Mondays 6:00-9:00 [Room B760 SSW]
Credit hours:	3
Instructor:	Rick Barinbaum, LMSW
Pronouns:	[He, Him, His]
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Office:	SSWB 2738
Office hours:	By appointment

1. Course Statement

a. Course description

This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The topics of this course include 1) developing a framework for engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms, and inform working for change. Multiple kinds of boundaries are especially important— across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

b. Course content

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. 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. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

c. Course objectives and competencies

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

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a life long process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

d. Course design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, life experiences, and hinder our work with diverse populations. Special attention will also be given knowledge about justice and change, and principles of change towards justice. All assignments are expected to be submitted via Canvas.

e. Curricular themes

Theme: Relation to Multiculturalism & Diversity. Multiculturalism and diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; race/ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme: Relation to Social Justice: Social justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well being of different populations (advantaged and disadvantaged groups) in society.

Theme: Relation to Promotion, Prevention, Treatment & Rehabilitation: This theme is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

Theme: Relation to Behavioral and Social Science Research: This theme will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

f. Relationship to social work ethics and values: The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as

professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

g. Intensive focus on PODS: This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

So you want to talk about race by Ijeoma Oluo

Available in various platforms including written, e-book and audiobook formats.

Amazon: <https://www.amazon.com/You-Want-Talk-About-Race/dp/1580056776>

Additional readings, handouts and media:

There will be additional readings and handouts including but not limited to pertinent news articles and/or social media publications, blogs, and other sources distributed to students (via Canvas) which should be read & noted as being just as important as the required readings from the assigned text. There may also be invited speakers, supplemental videos and social media references to support and add value to your educational experience and undergird your knowledge of course content.

b. Class schedule

subject to change at the discretion of instructor

Date	Class Content	Readings(due the day listed)	Assignments Due
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Week 1 9/9/19	-Syl -Social Justice Topics		
Week 2 9/16/19	-develop contract/norms -common terms/language -current events	*Marsiglia and Kulis Chapter 1 -Oluo Intro, Chapter 1, chapter 2 *Mullaly Chapter 2 -NASW Code of Ethics	-Reflection #1
Week 3 9/23/17	-intersectionality -current events	-Oluo Chapter 3 ,4, 5 Chapter 3 ,4, 5. -Anti-Essentialism and Intersectionality_ Tools -Crenshaw, K. (2015). Why intersectionality can't wait -mapping-margins	-Reflection #2
Week 4 9/30/19	NO CLASS	NO READING	Who am I?
Week 5 10/7/19	-theory -current events	CRITICAL_RACE_TH EORY_AND_THE_C (1).pdf (note; scanned PDF is not screen reader compatible, but full text is available when signed into the UM Library system)Abrams, L. S.,	-Reflection #3 -Current Event Presentation

		<p>& Moio, J. A. (2009). Critical race theory and -Critical race theory and the cultural competence dilemma in social work education. -Chapter 4,5, 7 Diversity Oppression, and Change:</p>	
<p>Week 6 10/14/19 STUDY BREAK</p>	<p>NO CLASS</p>	<p>NO CLASS</p>	<p>NO CLASS</p>
<p>Week 7 10/21/19</p>	<p>-Gender -Current Events</p>	<p>-Oluo Chapter 6, 7 Chapter 9 Gender, Diversity, Oppression and Change.pdf making-space-for-them her-him-and-prefer-not -to-disclose-in-group</p>	<p>Reflection 4 -Current Event Presentation -Digital Digest Topic Due</p>
<p>Week 8 10/28/19</p>	<p>-Current Events -Sexuality -Exploring Social Justice A)</p>	<p>Chapter 10 Sexual Orientation-Diversity, Oppression and Change-1 Oluo Chapter 8,9</p>	<p>SJ Papers(A)</p>
<p>Week 9 11/4/19</p>	<p>-Current Events -Exploring Social Justice(B)</p>	<p>Theoretical frameworks--SW practice across disability.pdf 28 Ways to Make the World Less Hostile to</p>	<p>SJ Papers (B)</p>

		<p>Mad, Neurodivergent, and Psychiatrically Disabled People Exploring internalized ableism using critical race theory</p> <p>Oluo Chapter 10</p>	
<p>Week 10 11/11/19</p>	<p>-Current Events -Exploring Social Justice(C)</p>	<p>Oluo Chapter 11-12</p>	<p>SJ Papers (C)</p>
<p>Week 11 11/18/19</p>	<p>-Current Events -Exploring Social Justice(D)</p>	<p>Oluo Chapter 13, 14</p>	<p>-SJ Papers (D)</p>
<p>Week 12 11/25/19</p>	<p>-Current Events -Exploring Social Justice(E)</p>	<p>Oluo Chapter 15, 16</p>	<p>-SJ Papers (E)</p>
<p>Week 13 12/2/19</p>	<p>-Current Events</p>	<p>Pick one of the following readings that pertains to your practice area</p> <ul style="list-style-type: none"> -Chapter 4 Anti-Oppressive Social Work Practice with Individuals.pdf -Chapter 5 Anti-Oppressive Practice with Families.pdf -Chapter 6 Anti-Oppressive Social Work Practice with Groups -Chapter 7 Anti Oppressive Practice Within Organizations 	

		-Chapter 8 Anti Oppressive Practice with Communities -Chapter 9 Anti Oppressive Policy Practice	
Week 14 12/9/19	-Wrap up!	Oluo Chapter 17	Digital Digest Due

d.Assignments

Assignments	Points	%
Reflection Papers x 4	25 each, 100 total	10%
Who am I	100 points	10%
Current Event Presentations	100 points	20%
Social Justice Presentations and Papers	100 points	20%
Digital Digest or Alternate assignment	100 points	20%
Participation	100 points	20%

Reflection Papers: Students are assigned 4 3 to 5-page reflection papers with an additional citation page. Each paper will address several questions that will be announced in class and posted on canvas as will the schedule. You can answer the questions separately or integrate them into a single essay as long as you cover all the points. While the papers will be based on assigned readings and class content, outstanding papers will incorporate external relevant content. No Title Page needed, Double spaced, font size 12, standard margins, include several citations from the reading. Rubric will be posted to Canvas.

Who am I? Paper or video:The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their social location influences who they are and how they see the world.This is an opportunity for students to consider what their answers reveal about who they are and how this shapes them as

a person and a future social worker or educator. identity. Papers should be 5-8 pages (Times New Roman 12, double spaced, 1" margins) and in APA format. Videos should be 15-25 minutes in length. No citations are needed – this should be 100% based on reflection of your own identities and experiences in moving through the world. Detailed instructions and rubric on canvas.

Current Events Presentation: Each student will conduct a 20 minute presentation about a current event of interest that pertains to the course (10 minutes of presentation, 10 minutes of class dialog). The issue is to be presented clearly and succinctly, with sources cited when applicable (25 points), and a counter narrative or opposing view (25 points). Students will also bring with at least 2 questions for the group that speak to course content and sparks a dialog (25 points per question). The students will present based on a schedule posted [here](#), as well as on the course CANVAS page

Exploring Social Justice Issues in the US: Presentation: Students will provide a 50 minute group presentation about a crucial issue that pertains to social justice, including data on disparities, pertinent legal/policy precedents, examples of authentic voices of people impacted, points of bias, and alternative models, whether international or theoretical. The issues will be identified by the instructor, and the class will be divided into 5 groups for this assignment. Schedule and rubric will be posted to canvas.

Paper: Once the Social Justice Presentations have commenced, on the weeks when a student is not presenting a paper will be due on the topic for that week. Minimum 2 pages double spaced, 12 pt font standard margins, max 3 pages. No cover page needed, but add a citations page. Schedule and rubric to be posted on canvas.

Final Assignment--Digital Digest: Integrating Theory and Perspectives on Social Justice: Students will select one theoretical perspective as a lens through which to analyze an issue of social justice or the conditions of a marginalized population or community. Students will design a digital magazine with 10-15 pages of content (excluding front and back cover) that includes:

- A dynamic visual front cover and a table of contents.
- A textual introduction to the issue in the form of a “letter from the editor”.
- A Live-linked resources for further information or services.
- Relevant images (appropriately curated and placed), including screenshots of social media (i.e. Tweets/IG) to capture the essence of public dialogue on the issue.
- A “playlist” of 5-7 songs that provide a fitting musical soundtrack AND a list of 5-7 movies/documentaries that provide context (with attributions).
- A list of at least 5 fiction or non-fiction works and or recent news articles or “think pieces” that provide socio-historical context on the topic with citations/attribution.
- A Feature Story on your theory of choice and how it is applied to the issue
- A “must listen” feature on podcasts (series or episodes) that capture this issue or related concepts. At minimum, each digest will be created off-line and saved as a

fully “clickable” PDF with live links. Students wishing to “go the extra mile” are welcome to upload to a digital publishing platform, and share via link for grading and separately, with the class.

- Each student will present to the class on their digital digest, schedule and rubric to be posted on canvas.

ALTERNATIVE ASSIGNMENT:

If you'd prefer, in lieu of a digital digest (see above), students can participate in the 6-week long social justice dialogue groups. There are two topic options; Mass Incarceration in the U.S. or The State of Immigration in the U.S. Each group meets for six two-hour sessions throughout the fall. To get credit, students must attend ALL six sessions AND write a 4-6 page reflection paper about their experience and how it connects to some of the concepts/frameworks discussed in class. This paper should be double spaced, Times New Roman or Arial, 12-point font, and turned in at the same time as the final project is due.

e.Attendance and class participation

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 20% of the final grade will consist of course engagement. This course covers a content domain that is extensive and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

Be mindful of the following course policies and considerations:

- (1) Be present at the beginning of class when attendance is recorded and remain for the duration of class.
- (2) The instructor reserves the right to deduct 3% from the student's final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.
- (3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency. For more information see the [Policy on Class Attendance](#) found in the MSW Student Guide.

(4) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.

(5) In order to be courteous to classmates, cell phone use should be restricted to vibrations—no rings. Students should be discreet in their use of tablets, laptops, and other portable devices for note taking, so as not to disturb the class.

(6) Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.

(7) In addition to attending class, students are expected to arrive prepared to actively participate in their learning process. This includes not simply sitting quietly listening/observing but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation is more than mere attendance. It is also arriving on time, reading the assigned material, preparing for class, contributing appropriately to class discussions, doing assignments, and participating in class activities and group activities. Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

(8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.

(9) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”.

(10) Class will begin “on the hour” as stated in the syllabus and schedule of classes.

(11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.

(12) Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.

(13) As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

(14) Please eat and drink quietly and clean up after yourself.

(15) Please do not bring children or adult guests to this course without permission of the instructor ahead of class(see below)

(16) Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation, under any circumstances. Extensions of existing due dates are at the discretion of your professor.

(17) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

(18) Grades will be posted to Canvas within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.

(19) Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

Other Policies

Laptop Policy

Laptops may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the

course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

University Design for Learning

I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc.

Parenting/Children

I recognize that many of the students in this class may be parents and/or caretakers for children. While this class is not designed to act as a space for child care, I understand that life happens and do not want you to have to choose between parenting/caretaking and learning. If your child care fall through or cancels, **please notify me** and you are welcome to bring your child(ren) to class as needed on occasion, as long as they are able to sit quietly in the corner or the hall. I'd ask that if they are crying, you move out with them into the hall. Please recognize that some members of our community are immuno-compromised, and so I asked that you not bring children if they are sick. Additionally, topics covered in class may be more mature in content; please assess this when deciding whether or not to include headphones when you set them up prior to class.

f. Grading

The University of Michigan, School of Social Work, Master's Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0
A -----8.0
A- -----7.0
B+ -----6.0
B -----5.0
B- -----4.0
C+ -----3.0
C -----2.0
C- -----1.0
D ----- 0
E ----- 0

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE (by percentage):

- 97-100=A+
- 93-96=A
- 90-92=A-
- 87-89=B+
- 83-86=B
- 80-82=B-
- 77-79=C+
- 73-76=C
- 70-72=C-
- 67-69=D+
- 63-66=D
- 60-62=D-

The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade:

<p>(0 – 19) Poor Participation</p>	<ul style="list-style-type: none"> ● Does not attend in-person class sessions ● No effort, disruptive, and disrespectful ● Uses harmful language in class and does not respect other students' identities
<p>(20-39) Marginal Participation</p>	<ul style="list-style-type: none"> ● Does not attend 1-2 in-person class sessions ● Late most/all in-person class sessions ● Little effort, texting or web surfing (irrelevant to course) ● Demonstrates infrequent involvement in class or class discussions ● Uses harmful language at times in class and sometimes does not respect other students' identities

<p>(40-59) Moderate Participation</p>	<ul style="list-style-type: none"> ● Late to multiple in-person class sessions ● Moderate effort, texting or web surfing on occasion (irrelevant to course) ● Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them ● Rarely offers to contribute to discussion, but contributes to a moderate degree when called on ● May seem occasionally distracted or uninterested ● Uses inclusive language at times and respects other students' identities to an extent
<p>(60-79) Strong Participation</p>	<ul style="list-style-type: none"> ● Rarely late and no in-person class absences ● Engaged in classroom activities only while in the class ● Has clearly read and asks pertinent questions about course material ● Offers interpretations or analysis of course material (more than just facts) to class ● Contributes well to discussion in an ongoing way ● Responds to other students' points, thinks through own points, questions others in a constructive way ● Demonstrates consistent ongoing involvement by active visual and /or verbal engagement ● Uses inclusive language in class and respects other students' identities
<p>(80--100) Excellent Participation</p>	<ul style="list-style-type: none"> ● Consistently on time and no absences ● Engaged in classroom activities only while in the class ● Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.) ● Participates actively and equally during in class discussions, and group activities ● Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building ● Demonstrates ongoing active involvement and active visual and/or verbal engagement ● Always uses inclusive language in class and respects other students' identities

For more information look at [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>.

They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*