1. Course Statement

a. Course description
This course will present knowledge and critical skills to prepare for social work practice in school settings, including the history and theoretical foundations of school social work. The five topical areas will include: 1) a brief overview of educational programs and legislation in the United States for individuals of all ages and their families; 2) school social worker assessment tools and services for educational institutions at the pre-K, elementary, and secondary levels. 3) assessing and responding to issues of economic and social discrimination in ways that center justice and educational access 4) laws, policies, and practices related to determination of qualification under special education rules within multi-disciplinary teams and response to intervention, multi-tiered models 5)
advocating for the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, TLBGQ youth, economic and geographic disadvantages, and diverse racial, ethnic, and linguistic backgrounds). Students will learn comprehensive, multi-tiered and culturally relevant assessment protocols and techniques relevant to school based social work practice.

b. Course objectives and competencies
By the end of this course, you will be able to:

1. **Describe** historical and ongoing individual, family, and system/organization assessments/evaluations with the goal of improving student social-emotional, behavioral, functional, and academic outcomes
2. **Identify** student strengths and resiliency factors in order to diminish educational and developmental risks
3. **Select** appropriate assessment tools for normative development, comprehensive school climate or culturally responsive practices, and special education evaluation.
4. **Conduct** assessments of the impacts of trauma on student behavior and educational outcomes
5. **Compare** similarities and differences between clinically-based definitions of psychiatric disorders and eligibility for educational support and services as indicated under the Americans with Disability Act (ADA), Individuals with Disabilities Education Act (IDEA), and Michigan Administrative Rules for Special Education (MARSE)
6. **Evaluate** standardized assessment protocols to conduct comprehensive assessment and evaluation for students, families, and schools

c. Course design
This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role plays, videos, guest presenters, and seminar techniques.

d. Intensive focus on PODS
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice 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
All required readings will be posted on canvas in the session’s module. They are due to be completed before the class session. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.

b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| Week 1 (August 29th) | Lesson 1: Introduction to School Social Work | Syllabus-Skim

In class handout:
| Week 2  (September 12) | Lesson 2: Theoretical Foundations and History of Social Work | **Read:**  


<table>
<thead>
<tr>
<th>Source</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch:</td>
<td></td>
</tr>
<tr>
<td>Californians Dedicated to Education Foundation. (2019, December 19). This is equity [Video]. YouTube. <a href="https://www.youtube.com/watch?v=tcPGacPFt6E">Link</a></td>
<td></td>
</tr>
<tr>
<td>UNC School of Social Work (2010, December 8) Day in the life of a school social worker</td>
<td></td>
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<tr>
<td>Week 3 (September 19)</td>
<td>Lesson 3: School Social Worker Roles in Assessment: A Multi-Tier Approach</td>
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<td>-------------------------------------------------------------------------</td>
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</table>

**Read:**
  https://www.socialworkers.org/LinkClick.aspx?fileticket=5qpx4B6Csr0%3d&portalid=0

**Watch:**
Supplemental:


Module 3 Worksheet: Risk Factors for Students due one day before next live meeting
<table>
<thead>
<tr>
<th>Week 4 (September 26)</th>
<th>Lesson 4: Assessment and Social Emotional Learning</th>
</tr>
</thead>
</table>

**Read:**


- **Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.).** *What is the CASEL framework?* [Casel.org](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework)

- **Chatmon, C., & Gray, R. (2015).** *Lifting up our kings: Developing Black males in a positive and safe space.* *Voices in Urban Education, 42*, 50–56. [https://www.annenberginstitute.org/sites/default/files/VUE42_0.pdf](https://www.annenberginstitute.org/sites/default/files/VUE42_0.pdf)

Watch:


ThinkTV PBS. (2019, June 27). Responsible decision making [Video]. YouTube. https://www.youtube.com/watch?v=yWSSPnTB60Y

Supplemental Materials:
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>View the following video:</td>
</tr>
<tr>
<td>SBS Livraria Internacional. (2022, January 20). <em>Social emotional learning and assessment go together</em> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=eKR-yRsYca0">https://www.youtube.com/watch?v=eKR-yRsYca0</a></td>
</tr>
<tr>
<td>Committee for Children. (2016, August 2). <em>Social-Emotional learning: What is SEL and why SEL matters</em> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=ikehX9o1Jbl">https://www.youtube.com/watch?v=ikehX9o1Jbl</a></td>
</tr>
</tbody>
</table>
| Module 5 (October 3) | Lesson 5: Assessment and Trauma-Informed Practices | Read:  
**Assignment #1:** My School Experience Paper due one day before next live meeting  

|  
| Read:  

<p>|<br />
| University of Michigan School of Social Work (n.d.). <em>10 Core pillars.</em> |</p>
<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Michigan School of Social Work:</td>
<td><a href="https://tipps.ssw.umich.edu/10-core-pillars/">https://tipps.ssw.umich.edu/10-core-pillars/</a></td>
</tr>
<tr>
<td>Watch:</td>
<td></td>
</tr>
<tr>
<td>Supplemental Resources:</td>
<td></td>
</tr>
</tbody>
</table>


Wolpow, R., Johnson, M., Hertel, R., & Kincaid, S. (2016). Instructional principles, curricular


**Discussion:** Assessment and Trauma-Informed Practices Initial post due four days before next live meeting. Response post due one day before next live meeting.

**Assignment:** Self-Care Plan due two days before next live meeting


Watch:
SchoolTalk DC. (2021, March 10). *Introduction to restorative justice* [Video]. YouTube. https://www.youtube.com/watch?v=h2g7ZuTa-bY

<table>
<thead>
<tr>
<th>Week 7 (October 24)</th>
<th>Lesson 7: Assessing Equity of Access</th>
<th><strong>Read:</strong></th>
</tr>
</thead>
</table>


**Supplemental Resources:**

Mini-Quiz: Trauma-Informed Practice due six days before next live meeting

Discussion: Initial Post due four days before next live meeting. Response post due one day before next live meeting.
Regional Educational Laboratory Midwest, 115, 1-5.


Watch: Conference Compass. (2021, February 19). 4 tips to deliver engaging online presentations [Video]. YouTube. https://www.youtube.com/watch?v=p0C7LAhvzNo

Supplemental Resources: Clayton, J., Robertson, D., & Sotomayor, T. (2020). Opportunities and access: Exploring how school district leaders make meaning of equity in practice through positive behavioral interventions
<table>
<thead>
<tr>
<th>Week 8 (October 31)</th>
<th>Lesson 8: Assessing Equity of Access</th>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #2: Educational Inequities and Advocacy Group Presentation - due in previous Module, on the day of the last live meeting.</td>
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</tbody>
</table>
First Three Years of Practice. Oxford University Press. doi:10.1093/oso/9780197585160.003.0015


Watch:


Supplemental Resources:
<table>
<thead>
<tr>
<th>Week 10 (November 14)</th>
<th>Lesson 10: Assessment and Autism Spectrum Disorder</th>
<th>Read:</th>
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</thead>
<tbody>
<tr>
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</table>


Frankel & Kershenbaum, LLC. (n.d.). *A Mom Talks with the Director of Special Education* [Video]. YouTube. https://www.youtube.com/watch?v=A6fclqUHz8Q

**Assignment:**
Parent/Guardian Special Education Process Information Sheet due two days before next live meeting


Watch:
Parents of Children with Special Needs Have Needs, Too | Debra Vines | TEDxOakParkSalon [Video]. YouTube. https://www.youtube.com/watch?v=AC9Q3IJeH1w


TED. (2014, April 28). Autism—What we know (and what we don’t know yet) | Wendy Chung [Video]. YouTube. https://www.youtube.com/watch?v=wKIMcLTqRLs

<table>
<thead>
<tr>
<th>Week 11 (November 21)</th>
<th>Lesson 11: Assessment and Emotional Impairment</th>
<th>Read:</th>
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</thead>
<tbody>
<tr>
<td>Week 12 (November 28)</td>
<td>Lesson 12:</td>
<td>Read:</td>
</tr>
<tr>
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</tr>
<tr>
<td>Social maladjustment versus emotional disturbance and moving the EBD field forward. <em>Psychology in the Schools, 41</em>(8), 899–910. doi: 10.1002/pits.20046</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Watch:</strong> Dr Cara. (2021, February 17). <em>Overview of Emotional Behavioral Disorders</em> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=pZHaTRcmc70">https://www.youtube.com/watch?v=pZHaTRcmc70</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion: Initial Post due four days before next live meeting. Response post due one day before next live meeting.</td>
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</tr>
<tr>
<td><strong>Assignment #3:</strong> Assessment Toolkit due on the day of the next live meeting.</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Week 13 (December 5)</th>
<th>Lesson 13: Assessment and Fetal Alcohol Spectrum Disorder</th>
<th>Transitions and Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch:</td>
<td>TEDx. (2016, August 23). Fetal alcohol spectrum disorder impacts you, but you don’t know it</td>
<td>Nora Boesem</td>
</tr>
</tbody>
</table>

Supplemental Resources:

Assignment: S.M.A.R.T Goal Writing Exercise due one day before the next live meeting.
c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Engagement (modular activities)</td>
<td>Module 1, 3, 5, 9, 10, 11, 12, 13</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Details</td>
<td>Module/Date</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Discussion Board (x3)</td>
<td>Module 2, 6, 11</td>
<td>10%</td>
</tr>
<tr>
<td>Mini-Quiz: Trauma-Informed Practices</td>
<td>Module 6, Oct 10 11:59pm</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment #1: My School Experience Paper</td>
<td>Module 4, September 25 11:59pm</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #2 Educational Inequities and Advocacy Group Presentation</td>
<td>Module 7, 8 Written Materials - October 24 Group Presentations: Sign up date</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #3: Assessment Toolkit</td>
<td>Module 10</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #4: MET/PLAAPP/IEP Assignment</td>
<td>Module 13, December 5, 11:59pm</td>
<td>20%</td>
</tr>
</tbody>
</table>

**My School Experience Paper: 5-6 pages, 15% of course grade, 25 points**

Part I: This paper is a personal exploration of your experience as a K-12 student. Divide that experience into three categories: Peers, Teachers, and Other Activities. Then describe the best and worst of your experience with respect to each category. For Other Activities, think of social supports, clubs, sports, specialists (such as family, school social workers, art or music teachers, band, sports, principals, school resource officers, school psychologists, counselors, etc.). You may also include information related to work, faith-based, or volunteer experiences.

Part II: Reflect on how your school experience may inform your school social work assessment practices. How were your needs, related to the school experiences you described in this paper, assessed and responded to or not? This section should include thoughts about how you might integrate these reflections into your future assessment behaviors, critical and specific reflections related to Privilege, Oppression, Diversity, and Social Justice (PODS) and comments on one (1) specific NASW Code of Ethics AND one (1) NASW School Social Worker Standards relevant to this reflection. Finally answer the question of how these learnings can be tied to foundations of the school social work profession and service delivery.

Please remember to include introductory and concluding paragraphs. Your introduction should include a summary of what your paper is going to cover and in what order. Your
conclusion should summarize what you have covered and mention future directions for consideration. Since this is a personal exploration, you may write in the first person and
do not need to include citations, however, in Part II please be specific about which NASW Code of Ethics, NASW School Social Work Standard, and theoretical foundation of school social work profession and practice you integrated.

Your paper will be graded on how well you address each aspect of the assignment, depth of reflection, timeliness, clarity of writing, and paper organization. Please see grading rubric for how each aspect of this assignment is weighted.

This assignment correlates to MDE Standard for the Preparation and Practice of School Social Workers. The particular elements addressed in this assignment are:

- **1. Ethics and Values:** Adhere to the ethics and values of the social work profession while understanding the unique aspects of school social work practice and the needs of the students, families, teachers, and the larger school community they serve)
  - 1.1 Understand the theoretical foundations of the school social work profession and service delivery
  - 1.2: Follow NASW Code of Ethics and NASW School Social Worker Standards

- Please remember to include introductory and concluding paragraphs.
  - Your introduction should include a summary of what your paper is going to cover and in what order.
  - Your conclusion should summarize what you have covered and mention future directions for consideration.

- Since this is a personal exploration, you may write in the first person and do not need to include citations

- In Part II, please be specific about which NASW Code of Ethics, NASW School Social Work Standard, and theoretical foundation of school social work profession and practice you integrated

- The paper should be a minimum of 5 pages, with a maximum of 6 pages, double spaced

- Use Times New Roman, 12 point font, and 1-inch margins

- Your paper will be graded on how well you address each aspect of the assignment, depth of reflection, timeliness, clarity of writing, and paper organization

- Assignment #1: My School Experience Paper is graded according to Assignment #1: My School Experience Paper Rubric and is worth **25 points**.

- CLO: 1, 2, 3
- MLO: 1.2, 1.4, 2.4, 3.2
- PODS Capacities - A, C
Mini-Quiz: Trauma-Informed Practice, Module 6, Due October 10, 11:59pm (5% of grade): Mini Quiz is posted on canvas.

Educational Inequities and Advocacy Group Presentation, 45 points, 20% of grade

The purpose of your presentation is to educate yourselves and your colleagues about historical and current barriers and efforts to increase equity in schools. This knowledge helps school social workers assess what is needed at their schools to ensure educational access to all students and families. Although your presentation will focus on distinct positionalities, it is understood that students, families, and communities have intersectional and overlapping identities. Please find a way to reflect this in your work.

For example, many LGBTQIA+ students face homelessness, White and BIPOC teen parents may experience disproportionate inequities when trying to access their education, etc. The groups will include 3–4 students. You may use time during the hours that we have scheduled asynchronous learning but your group may also need to work outside of class time to prepare. Below is a list of the group project expectations, which will also serve as the grading criteria. Your group will receive a group grade, so please talk early in your group about finding preparation times, expectations, talents, roles, etc. On the day of the presentation, groups will be assigned into Group A, B, and C (present during Module 7) and Groups D, E, F, and G (present during Module 8). Detailed assignment guidelines can also be found in the Assignment #2 Educational Inequities and Advocacy Group Presentation as well as reviewed on the Group Sign-Up Sheet.

Topic Options: Students that have been denied the right to education, safe and inclusive schools. Select from the following:

A. Rights to Education of Black Students  
B. Rights to Education of Undocumented Students  
C. Rights to Education for Students Experiencing Homelessness  
D. Rights to Education of LGBTQIA+ Students  
E. Rights of Education of Pregnant and Parenting Teens  
F. Rights to Education of Indigenous Students  
G. Rights of Students to Education who Experience Bullying at School

Prepare and present to the class on a population of school students that are vulnerable to poor school outcomes due to inequities and oppression. Use the provided group research sheets to research the history, legislation, strengths, protective factors, and advocacy efforts to obtain equal access to affirmative education.
• The presentation should be approximately 20 minutes in length, followed by 10 minutes of class questions/discussion.
• The presentation may take on varied formats (PowerPoint, Prezi, video presentation, etc.) to share the knowledge gained from your work together.
• The presentation should include:
○ **Central Concepts** - define and describe the central concepts and issues related to the specific population of students. (20%)

○ **History/Legislation** - discuss history, key legislation, and advocacy issues. (20%)

○ **Assessment Strategies** - focus the class on how this information can be used to guide assessment strategies in the school. (20%)

○ **PODS** - Please be sure that in addition to discussing risks, your presentation focuses on strengths and affirms the students, families, and communities being discussed. (20%)

○ **References** - draw content from a minimum of 2 peer-reviewed references per group member. (20%)

○ **Organization & Timing** - be well organized, rehearsed, cohesive, succinct, and stay to the allotted time provided. (20%)

- All groups must submit their group materials in Canvas by 11:59 pm **Module 7, one day before the next live meeting.**
- Please be sure to include each group member’s name on the submitted materials.

- Assignment #2 Educational Inequities and Advocacy Group Presentation is graded according to Assignment #2 Educational Inequities and Advocacy Group Presentation Rubric and is worth **45 points**.

- Please complete the Peer Evaluation of Group Work Rubric and upload it to Canvas. Please note that the group feedback should be kept confidential.

- **CLO:** 1, 2
- **MLO:** 1.5, 1.6, 2.1, 2.2, 2.3
- **PODS Capacities:** A, B, C

**Assessment Toolkit, 50 points, 20% of grade**

The purpose of this assignment is to research and describe 3 assessment tools based on the topics and concepts you are learning in this course. You will learn about three assessment tools relevant to performing the school social work evaluations and share this knowledge with your peers. My intent is that you use this assignment to gain and demonstrate a skill set for current and future school social work practice. Detailed assignment guidelines can also be found in Assignment #3: Assessment Toolkit Instructions.

**Assignment Guidelines and Rubric**

- Select three evidence-informed assessment tools
- Consider the following:
  - Purpose and Goals
  - Implementation
  - PODS
  - Tool Summaries
  - Posting
Comments

- Assessment: Conduct ongoing individual, family, and system/organization assessments/evaluations with the goal of improving student social-emotional, behavioral, functional, and academic outcomes.
- Assignment #3: Assessment Toolkit Presentation is graded according to Assignment #3: Assessment Toolkit Presentation Rubric and is worth 50 points.

- CLOs: 3, 6
- MLO: 3.3, 6.2
- PODS Capacities: B, C

MET/PLAAFP/IEP Assignment, 30 points, 20% of grade

The purpose of this assignment is to demonstrate your mastery of understanding key concepts related to the Individuals with Disabilities Education Act, particularly related to performing special education evaluations in the disability categories of Autism Spectrum Disorder and Emotional Impairment. Detailed assignment guidelines can be found in the MET/PLAAFP/IEP Assignment.

Assignment Guidelines and Rubric

- Download MET/PLAAFP/IEP worksheet
- Complete Part One: Short Answer Questions
- Complete Part Two: Essay Question
  - Double spaced, Times New Roman, 12pt font
  - Minimum 2 pages, maximum 3 pages

- Assignment #4: MET/PLAAFP/IEP Assignment is graded according to Assignment #4: MET/PLAAFP/IEP Assignment Rubric and is worth 30 points.

- CLOs: 5, 6
- MLOs: 5.1, 6.1
- P.O.D.S Capacities: A, C
d. Attendance Policy

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

Please come to class on time and ready to learn. I asked that students have their cameras on as much as possible during virtual sessions. Please feel free to use virtual backgrounds if you prefer and mute when you are not speaking.

Required readings are to be completed prior to class session. Required readings for each session are available on the session module on Canvas. Because school and special education policy is constantly evolving and I try to tailor readings to individual class interests as they evolve, occasionally I will swap out readings. I will do my best to do this at least one week in advance.

In the unlikely event that you must miss class, please call or email to inform me about your absence. **Missing more than two classes may result in your grade being lowered one half letter grade.** Missing additional classes may result in not being able to pass the course. (Please see policies listed and linked below Policy on Class Attendance found in the MSW Student Guide related to absences due to health and religious observances).

e. Live class participation

**Weekly Participation:** You are expected to read assigned materials, submit assignments, and participate in live class meetings and asynchronous discussions. You should follow the modules sequentially from first to last. Expect to spend 8-9 hours per module—which consists of a 2-hour live meeting and 6.5 hour asynchronous learning activities on a weekly basis.

**Live Class Meeting Participation:** Attendance at all live class sessions is an expectation of this class. It is expected that students will sign in for the live class session before it begins and remain engaged for the duration of the session. It is expected that students will participate by video, if feasible, and using the webcam on their computer, tablet, or smartphone. Prepare for each live session by engaging the pre-assigned content and activities. In case of an anticipated absence or an emergency, you should contact me as soon as possible providing documentation supporting the need for any absence. You may be asked to review the recorded class session.
and submit your reflection no later than three days after the session.

**Discussion Participation:** When required discussions are present, you are required to post your initial response to the discussion prompts by the day 3 of the module at 11:59 pm. You are required to read and respond to at least two peer responses by day 7 of the module at 11:59 pm. You are encouraged to share your experiences, perspectives, interpretation of the materials as well as credible additional resources relating directly to the topic under discussion. Students may receive partial credit for responses posted up to one week late. No credit will be given for responses posted beyond two weeks after the discussion assignment is due. Please be sure to be courteous in your replies to your fellow classmates. Points for your weekly participation grade will be assigned per the rubric provided within the course.

**f. Grading**

For each assignment, I provide specific instructions and how the assignment will be graded. Assignments should be completed and turned in by their due date. However, please feel free to reach out to me if there are difficulties or special circumstances.

Letter grades will range from “A” to “F” and are based on points accumulated throughout the class. Specific requirements for each exam, assignment, and discussion are provided within the course. Letter grades will not be provided for individual assignments. Each assignment will be assigned points. Overall, points will be tabulated to the corresponding final letter grades as follows. (add my points rubric here).

There are 500 points total available in this course. A breakdown of how points are associated with letter grades is listed below.

A 94-100%
A - 90 - 93%
B+ 88 - 89%
B 83 - 87%
B- 80 - 82%
C+ 78 - 79%
C 73 - 77%
C- 70 - 72%
D+ 68 - 69%
D 63 - 67%
F Less than 62%

Please reference the MSW Student Guide for policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.

**Late Work:** Consistent with the UMSSW Technical Standards, timely communication with the instructor is expected when assignments will not be completed on time. Assignments turned in after the due date and time are subject to a points reduction of 10% for each day late. Flexibility to this policy will be considered based on communication between the student and the instructor.

**Incompletes:** Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

For additional information, please see the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction, Student Grievance procedures, policy for grading in special circumstances, and testing and grading from CRLT.

g. **Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found the Recording and Privacy Concerns FAQ.
h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

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