1. COURSE STATEMENT

Course Description
This foundation course for the Community Action and Social Change Minor is designed to prepare students to be informed and active participants in the process of community building and social change. The course uses a multidisciplinary framework to develop competencies that will help students envision what community action and social change look like, identify and implement steps towards social change, build on positive sources of power, indigenous knowledge and experiences of individuals, groups, and communities who are engaged in social change efforts.

Course Competencies

Praxis: “Reflection and action upon the world in order to transform it.”
- Paulo Freire, The Pedagogy of the Oppressed

Upon completion of this course, students will be able to:
1. Examine their own identity development (race, class, gender, sexual/relational orientation, religion, nationality, ability, other), recognize multiple social identities, and engage in critical analysis of power, privilege and oppression.
2. Explore the meaning of community and social change.
3. Develop skills in interviewing, relationship-building, and group facilitation.
4. Gain awareness of historical framework and theory regarding community action and social change.
5. Engage in policy and structural analysis with regard to community action and social change.
6. Develop an understanding of community-building and organizing skills.

Course Design
This course uses an engaged learning approach and employs a number of pedagogical strategies to promote knowledge and skill development.

Most classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. We will employ a number of pedagogical strategies such as: small group work, class discussions, PowerPoint, experiential exercises, audiovisuals, writing exercises, case examples, and other activities in order to facilitate understanding of the course content and to promote knowledge development.
Course Assignments & Grading:

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Points/Percentage</th>
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<tbody>
<tr>
<td>Three Padlet Assignments</td>
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<tr>
<td>Intro: Hey Y'all</td>
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<tr>
<td>1) Core Concept Mixtape</td>
<td>5/18/2023</td>
<td>15 points;</td>
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<tr>
<td>2) Racial Equity and Structural Racism/Inequality</td>
<td>5/30/2023</td>
<td>5 points each</td>
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<td>3) Social Justice Community Change</td>
<td>6/8/2023</td>
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<tr>
<td>Semester Action Project</td>
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<td>1) Journal Entry #1</td>
<td>5/16/2023</td>
<td>2 points</td>
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<tr>
<td>2) Critical Issues Handout/Presentation</td>
<td>6/1/2023</td>
<td>10 points</td>
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<td>3) Journal Entry #2</td>
<td>5/25/2023</td>
<td>2 points</td>
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<tr>
<td>4) Presentation (see CANVAS for details)</td>
<td>6/13/2023</td>
<td>20 points</td>
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<td>5) Journal Entry #3</td>
<td>6/8/2023</td>
<td>2 points</td>
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<tr>
<td>6) Journal Entry #4</td>
<td>6/15/2023</td>
<td>2 points</td>
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<td>6) Worklog</td>
<td>6/15/2023</td>
<td>12 points</td>
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<tr>
<td>Reflection Paper/Recording-Letter to our Future Self</td>
<td>6/17/2022</td>
<td>5 points</td>
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<tr>
<td>Attendance &amp; Participation (Reading questions, in-class activities, etc.)</td>
<td>Ongoing</td>
<td>30 points</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100 points</strong></td>
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The class requires a set of assignments aimed at:

1) Gaining critical awareness about one’s self as a community change agent both inside and outside the classroom
2) Building knowledge about core concepts, historical frameworks, and key people,
3) Developing and engaging with peers in critical discussion of key ideas and issues, and
4) Applying the lessons and learning to one’s current interest and future work.

My practice is to provide detailed feedback on your papers. As such, it may take me up to three weeks to return them. Papers are graded on:

- **Quality of clinical thinking:** Papers that rate the highest will show strong analytic skills; evidence strong clinical insight; show strong understanding of human behavior; demonstrate a curiosity about what they hear or see; have a level of empathy for others and know when they are struggling to achieve that; and demonstrate an ability to think about what they heard, as well as what they did not hear.

- **Integration of materials:** Papers that rate the highest will show superior skill in linking reading and lecture materials to their written work; pull from multiple sources; typically go above the requirements but not excessively so; go beyond “person on the street” thinking.

- **Level of Self-reflection:** Papers that rate the highest will show a strong self-awareness or willingness to develop that capacity; they show a willingness to take risks with thinking or note areas where that is difficult; are able to address what is evoked in them response to the work and demonstrate an understanding of social work values and ethics.

- **Writing skills:** Papers that rate the highest will have no typographical or grammatical errors. They will be well organized and written, comprehensive and coherent. They will be within the guidelines, neither excessively short nor excessively long. Any citations will be accurate and there will be effective use of quotations.

**References and Referencing Style**
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet: [http://www.apastyle.org/manual/](http://www.apastyle.org/manual/) Additionally, you may access APA examples at: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/) for further help citing references in course assignments.
Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the University of Michigan’s Academic Integrity Standards (https://lsa.umich.edu/lsa/academics/academic-integrity/academic-misconduct.html). Plagiarism is when you attribute others’ ideas and/or exact words as your own. This includes ideas and/or passages from the readings, class activities, peers, and from the Internet, among others. I expect that all sources used will be cited or referenced. If I suspect plagiarism, I will follow the University’s protocol for disciplinary action. This could mean a loss of points, failure of a grade, and/or other consequences. If you have questions, please do not hesitate to ask.

Attendance & Participation (30 points)

It is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed.

Your attendance and participation also reflects the basic elements of any social change relationship – it is important to show up and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. Your grade will be negatively impacted if more than one class is missed as an unexcused absence. Please communicate any classes that you may miss to this Instructor via email (rowea@umich.edu) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a two-point deduction for that day.

Each class encourages dialogue regarding the readings, lectures, and in-class activities. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the communities that we will be discussing in class. Please avoid the use of electronics during class. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes and complete in-class activities.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

A Note on the Learning Environment:

The class is designed as a co-learning environment. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality change agents must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality community action and social action practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use or data to challenge others constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in
the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

All assignments are expected to be handed in on their due date prior to the end of the day (11:59pm), unless otherwise indicated in CANVAS.

Late assignments will be marked down 2.5% for every day late.

**Padlets (15 points; Links are in CANVAS)**

You will utilize Padlet to post the following assignments:

1. Core Concept Mixed Tape Due: 5/23/2023
2. Racial Equity and Structural Racism/Inequality Due: 5/30/2023

Each post requires an explanation of the song, article or resource that you identify. Your post should be approximately 200 words in length. You will be graded on thoroughness of content, effort, and finding critical connections to the class concepts.

**Collective Action Project (50 points total)**

Students will develop an action project in one or two teams. The goal is to do something that you care about or want to learn about that relates to CASC. The part of the project should be roughly 15 hours of work time. Students are expected to keep an activity log to document work and activities; this must be submitted to CANVAS along with your final journal entry.

**Attachments (should include):**

- Work log: Detailed description of activities and time/effort put into project (Can be an excel file or word document) **(2 points)**
- Project artifacts (e.g. resource guide, materials, curriculum, transcripts, plans, event flyers, meeting notes)

**Journal (8/50 points)**

In this assignment, you will be submitting four journal entries about your collective action project. Each entry should be one page in length and should reflect on different aspects of your project. The purpose of this assignment is to encourage you to reflect on your experience and think critically about your group's efforts towards social change. In each entry, include your Thoughts, Questions, Epiphanies and Appreciations for the work you and your group are doing and the process in which you are engaged.

**Entry One:** Introduce your project and discuss your goals and where you see yourself contributing. What motivated you and your group to undertake this project? What were your initial goals and how did you plan to achieve them? Reflect on any challenges or obstacles you faced during the planning phase. **Due: 5/16/2023**

Along with this entry, you must develop a **“Root Cause Tree”** – Be creative! [https://www.google.com/search?q=root+cause+tree+examples&rlz=1C1GGRV_enUS749US749&tbm=isch&tbom=u&source=univ&sa=X&ved=0ahUKEwjkoKqq8pPWAhUlw4MKHaDPDr4QsAQILw&biw=1920&bih=1094#imgrc=CCi1HOvUKrB9UM](https://www.google.com/search?q=root+cause+tree+examples&rlz=1C1GGRV_enUS749US749&tbm=isch&tbom=u&source=univ&sa=X&ved=0ahUKEwjkoKqq8pPWAhUlw4MKHaDPDr4QsAQILw&biw=1920&bih=1094#imgrc=CCi1HOvUKrB9UM)

In addition to describing your project, students should include any areas they feel they will need support.
Students will get feedback (either written or in-person) to support their project plan.

**Entry Two:** Reflect on your group’s progress towards achieving your goals. What were the main activities and strategies you employed to work towards your objectives? What is going well? What could be going better? Are there any unexpected setbacks or obstacles that your group has faced during the implementation phase? **Due: 5/25/2023**

**Entry Three:** Evaluate the impact of your project. Is your group hitting your targeted goals? What evidence can you provide to support your claims? Were there any unintended consequences or unexpected outcomes? Reflect on the feedback you received from the community and stakeholders. **Due: 6/8/2023**

**Entry Four:** Reflect on the lessons learned from your project. What did you and your group learn about collective action, community organizing, and social change? What could you have done differently? What advice would you give to future groups undertaking similar projects? **Due: 6/15/2023**

**Grading Rubric:**
Journal entries will be graded based on the following criteria:
- Reflection and Critical Thinking (50%): Entries should demonstrate thoughtful reflection and critical thinking about the project.
- Creativity and Engagement (25%): Entries should demonstrate creativity and engagement with the material.
- Clarity and Organization (20%): Entries should be clear and well-organized, with a logical flow of ideas.
- Grammar and Mechanics (5%): Entries should be free from spelling and grammatical errors.

**Submission Guidelines:**
Each journal entry should be submitted as a separate document in PDF or Word format. The entries should be labeled as "Entry One," "Entry Two," "Entry Three," and "Entry Four," respectively. Entries should be single-spaced, with one-inch margins, and 12-point Times New Roman font. All sources used should be properly cited using APA format.

Good luck and enjoy the reflective process!

**Contemporary Issues/Historical Movement Handout & Presentation (10/50 points):** **Due: 6/1/2022**

In this assignment, you will be watching a documentary or reading a book that addresses a social justice issue, preferably one that intersects with your community action project. You will produce a 1-2 page flyer that (1) identifies and explains the problem, (2) explores multiple credible perspectives, and (3) proposes a solution (or at least steps toward a solution) to the issue. You will also be required to do a brief in-class presentation on your issue and share your handout with the class. You may complete this assignment in pairs.

Instructions:
- Choose a documentary or book that addresses a social justice issue. You can choose from a list provided by your instructor or select your own with their approval.
- Watch or read the documentary or book and take notes. Pay attention to the issue being addressed, the different perspectives presented, and any proposed solutions.
- Create a 1-2 page flyer that identifies and explains the problem, explores multiple credible perspectives, and proposes a solution (or at least steps toward a solution) to the issue. Be sure to cite any sources used
in your research.

- Prepare a brief in-class presentation on your issue. You will have 5-10 minutes to present your findings to the class. Be sure to include the key points of your flyer and any additional information you think is relevant.

- Share your flyer with the class. Make sure to bring enough copies for everyone in the class to have one or request that your instructor do so.

**Grading Rubric:**

*Identification and Explanation of the Problem (30%):* The flyer and presentation should clearly identify and explain the social justice issue being addressed.

*Exploration of Multiple Perspectives (30%):* The flyer and presentation should explore multiple credible perspectives on the issue.

*Proposal of a Solution or Steps Toward a Solution (30%):* The flyer and presentation should propose a solution (or at least steps toward a solution) to the issue.

*Clarity and Organization (10%):* The flyer and presentation should be clear, well-organized, and easy to understand.

**Examples of books include:**

- Nicolas Kristof & Sheryl WuDunn “Half the Sky: Turning Oppression into Opportunity for Women Worldwide”;
- Michelle Alexander “The New Jim Crow: Mass Incarceration in the Age of Colorblindness”;
- Ta-Nehisi Coates “Between the World and Me”;
- Rinku Sen & Fekkak Mamdouh “Accidental American: Immigration and Citizenship in the Age of Globalization”; and
- Paolo Freire “Pedagogy of the Oppressed”.
- You may also suggest/find your own book.

We’ll use the class on June 1st for each student to provide a 5 – 7 minute on what they watched or read and to share your handout.

**Presentation/Project Sharing (20/50 points)**
The presentation can be either formal or informal; Please choose a presentation style that best meets the needs of the topic that you are presenting on in class. Interactive presentations are encouraged!

Students will develop a semester-long project based on their passion or interest/desire to learn about or further your own efforts in Community Action & Social Change. The goal is to learn to plan and implement an idea that relates to your interests. Project Materials and Work Logs will be due on 6/15/2023.

**Letter/Recording to Our Future Selves (10 points)**

*Due: 6/17/2023*

This final paper or audio recording is meant to be a way to apply class concepts and learning in meaningful ways. For this assignment, you will write a letter (2 – 4 pages) or audiorecord a (3 – 5 minute) message to your future self: In the letter or recording, please think about what you want to remind yourself about community action and social change. Be prepared to synthesize across the class learning, readings, activities, and assignments. Be as creative as you want, but the letter or recording should reflect your learning from the class and your ability to apply the ideas and concepts to your own life.
Religious/Spiritual Observances
Students will be excused from class for religious/spiritual observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

Incomplete
Incomplete are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that and I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

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<thead>
<tr>
<th>Grading for this Course</th>
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<tbody>
<tr>
<td>A+ = 100%</td>
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<tr>
<td>B+ = 87 – 90%</td>
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<tr>
<td>C+ = 77 – 80%</td>
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<td>D+ = 67 – 70%</td>
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<tr>
<td>A  = 94 – 99%</td>
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<td>B  = 84 – 86%</td>
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<td>C  = 74 – 76%</td>
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<td>D  = 64 – 66%</td>
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<td>A-  = 91 – 93%</td>
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<tr>
<td>B-  = 81 – 83%</td>
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<tr>
<td>C-  = 71 – 73%</td>
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<td>D-  = 60 – 63%</td>
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2. CLASS REQUIREMENTS

Required Texts and Class Materials:
All reading can be found on CANVAS.

COURSE OUTLINE
*May be revised by Instructor to fit needs of the course*

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Reading &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>Class 1: 5/2/2023</td>
<td>• Introduction to Community Action and Social Change (CASC)</td>
<td>The National Association of Social Worker's Code of Ethics is core to the Social Work Profession.</td>
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<tr>
<td></td>
<td>• Review of course expectations &amp; Syllabus</td>
<td>1) Please read the NASW Code of Ethics (Preamble, Purpose, Values, the Commitment to Clients section and the Commitment to Broader Society section)</td>
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<td>SW Ethics, Intro to Social Work (National Association of Social Workers) (Links to an external site.) Links to an external site.</td>
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<td>2) Explore this website.</td>
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<td>Michigan NASW: <a href="https://www.nasw-michigan.org/">https://www.nasw-michigan.org/</a> (Links to an external site.) Links to an external site.</td>
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<td>3) Watch, What is Social Work? Video (9 mins)</td>
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<tr>
<td>Date</td>
<td>Class IDK?</td>
<td>Reflections on Action</td>
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<tr>
<td>5/4/2023</td>
<td>OMG, What is happening??</td>
<td>Please read the John Lewis Op-Ed and come ready to discuss.</td>
</tr>
<tr>
<td>5/9/2023</td>
<td>Community Building, Ethics</td>
<td>What an experience!! Please let me know if you have any scheduling conflicts as class has been moved by the Registrar’s Office to Tuesday/Thursday 10am-1pm.</td>
</tr>
<tr>
<td>5/11/2023</td>
<td>Understanding our Story: Being aware of who we are as Change Agents.</td>
<td>Please make sure that all of the readings and videos found in Module 1 are completed prior to arriving to class. The video linked below will be watched in-class and guide a portion of our discussion.</td>
</tr>
<tr>
<td>5/16/2023</td>
<td>Story of Self Activity, Leadership Styles</td>
<td>Complete the Story of Self Worksheet</td>
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**Creating Our Class Community Readings:**

- [Forward Space Guidelines.docx](#)
- [Roger Fisher- A Case for Humility (Social Justice Educators Blog)](#)

**In-class Video:**

### Class 7: 5/23/2023
- **Key Frameworks & Theory for CASC Part I: Power of Critical Consciousness Socio-Political Participation**
- **Learning from the Work of Paulo Freire, Myles Horton, Ella Baker & Septima Clark**
- **Sharing Mixtape Key Concepts**
- **Historical/Contemporary Issues Paper Discussed/Assigned**

**Explore the Legacy of Ella Baker & SNCC:**
- Please start by watching the mini lecture on this exceptional agents of change.
- Read: Ransby, B. Introduction & Ch 12 ”A Freirian Teacher, A Gramsci Intellectual and a Radical Humanist: Ella Baker’s Legacy”, *Ella Baker & the Black Freedom Movement*
  - [Introduction.pdf](#)
  - [Ch 12 A Freirian Teacher.pdf](#)

Learn about SNCC (Student Non-Violence Coordinating Committee):
- ([Links to an external site.](https://snccdigital.org/inside-sncc/the-story-of-sncc/))

**Explore the Legacy of Paulo Freire & Myles Horton**
- Review Pyles, (Ch. 5) *Pyles- Ch. 5 Critical Organizing Frameworks (1).pdf*
- Horton & Freire, Ch3 “Ideas”, *We Make the Road by Walking: We Make The Road By Walking. Idea. PG 97-143.pdf*
- Highlander: [https://www.highlandercenter.org/](https://www.highlandercenter.org/)


**Optional/Additional Readings**
- Pyles, L. Ch. 4 Social Movements, *Progressive Community Organizing CH 4 Learning from social movements PP 53-72 (1).pdf*

**In-class Activities: Sharing our Mixed Tape Concepts**

Please bring information on a historical figure/agent of change to class that motivates your interest in this work. Be prepared to discuss the following: **Who are they? How do they contribute to our understanding of social change?**

### Class 8: 5/25/2023
- **Discussion cracking the codes**
- **Understanding Community Organizing and Theories of Change**

**Watch:** [Theories of Change.mp4](#)

**Pick Two to Review and Come Ready to Discuss**
- Harro, B. Readings for Diversity and Social Justice, p. 45-58 “Cycle of socialization” and “Cycle of liberation” [Harro- Cycle of Socialization and Cycle of Liberation .pdf](#)

| Class 10: 6/1/2023 | • Exploring Approaches: CASC in Practice | • Pyles, L. Ch. 5 Critical Organizing Frameworks, *Progressive Community Organizing* [Pyles- Ch. 5 Critical Organizing Frameworks (1).pdf](http://www.nysu.edu/)
• Shepard, B. Ch. 11, From Social Movements to Social Services, 113-118 [Social+Movement+to+Social+Services.pdf](http://www.nysu.edu/)<br><br>**Watch:** Environmental Racism and COVID- What are the core issues/questions, what concepts do they bring to their work, what models/approaches to change do they use? [https://lauraflanders.org/2020/05/environmental-racism-as-usual-covid-19/](https://lauraflanders.org/2020/05/environmental-racism-as-usual-covid-19/)<br><br>**Case Studies (Choose One):**

Either read/watch- explore the same questions from above, drawing from the readings or documentary

### Class 11: 6/6/2023
- **Consultation Day #2**

Meet with your Community Action Project team. We will spend time coordinating and with each other and community members to help deepen your conceptualization for this assignment. This may be done offsite and does not require you to come to class to meet; however, our classroom is available should you want to use it.

### Class 12: 6/8/2026
- **Learning From History**
- **Strategy, Planning & Action**

Come to class prepared to present your lessons learned from your historical/contemporary issues paper. Your handout can be submitted via CANVAS and the instructor will print it for our in-class discussion.

Watch Interview: Dave Dobbie, AFT-[Community Organizer Links.pdf](#)

Bobo, K, et al. Ch. 4 , Strategy, Organizing for Social Change

### Class 13: 6/13/2023
- **Building Relationships & Facilitating Participation**
- **Key Frameworks & Theory for CASC Part II**
- **Learning from Social Movements**

Read the chapter by Szakos & Szakos- What makes a good organizer?[SZAKOS & _SZAKOS_ We make Change - Ch 5 pp 93-117.pdf](#)

Watch Community Organizer Video: Maria Ibarra-Frayre

- To access the video use this link and click on Maria's name: [Community Organizer Links (3).pdf](#)

Edwards, Allyhood

Young, et al. Creating Spaces for the Next Generation of Civil Rights Workers: Mississippi Safe School Coalition

Civic collaboration: [http://www.ssireview.org/blog/entry/accelerating_civic_innovation_through_strategic_doing](http://www.ssireview.org/blog/entry/accelerating_civic_innovation_through_strategic_doing)


Come to class to prepared to discuss a social movement that you have identified. Complete the padlet assignment prior to class.

### Class 14: 6/15/2023
- **Class Presentations**
- **Reflections**

Semester-long Project Presentations

Letters to Ourselves as Future Activists, Michelle Kuo, Pg. 215-219 (From Letters From Young Activists, Ed. Berger, Boudin, & Farrow, 2005)

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### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

**COVID-19 Statement**

*For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with University policies. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an*
accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

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.

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. Recording and Privacy Concerns FAQ

Proper use of names and pronouns:
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that I use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.

Accommodations for Students with Disabilities:
If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:
Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

Religious/Spiritual Observances:
An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
● Reasonable notice must be given to faculty before drop/add deadline of term
● Any concerns or conflicts should be brought to the Dean or Ombudsperson

*Please click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.*

Military Deployment:
*Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.*

Student Mental Health and Wellbeing:
The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:
- **Counseling and Psychological Services** (CAPS) at (734) 764-8312
  - All services are free and confidential.
- **University Health Service** (UHS) at (734) 764-8320
- **Additional campus health and wellness resources**

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.
- **SSW Health and Wellness Guide**
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching Evaluations:
Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Writing Skills and Expectations
Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:  
**SSW Writing Assistance Career Services** (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

**APA Formatting**
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the *MLibrary APA Citation Guide* as needed. *The Purdue Owl website is another helpful resource for assistance with APA formatting.*

Academic Integrity and Plagiarism
Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)

Safety & Emergency Preparedness
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. In the event of a non-life threatening emergency, or for general assistance, call 647-0007 or 7-0007 from any campus phone.
All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

For more information visit the U-M Division of Public Safety and Security website.

Active Attacker Response and Prevention Video
Register for U-M Emergency Alerts
Report a hate crime or bias-related incident
U-M Annual Emergency Guidelines

Weather Emergency
In the event of a weather emergency during building hours, Students should find shelter in the nearest restroom, windowless offices, or proceed to the Curtis Center (room B660) in the lower level. Building Occupants should avoid using the elevator even if it is in service as a power failure may occur in transit. Maps to the nearest weather emergency shelters are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

Building Evacuation
In the case of fire or building mechanical failure the occupants may be asked to evacuate the building and proceed to a designated staging area. Staff member wearing orange emergency vests will be on hand to assist with a orderly evacuation. Maps to the nearest emergency exit are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

View the SSW Building Egress Map.

School Closures
From time to time the University of Michigan may be forced to close for any number of reasons. The most commons instances are do to inclimate weather, health epidemic, or building mechanical failure. Updates can also be found on the following radio stations:

WUOM 91.7 FM, WWJ 950 AM, and WJR 760 AM

In the event that the building is closed (loss of power for example) students can call the Building Emergency Update line (734) 764-SSWB (7792) for updates or check the SSW school website.

ADA Evacuation
If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADA compliance@umich.edu.

Office of Student Services
School of Social Work
Room 1748
(734) 936-0961