



MIDWESTERN STATE UNIVERSITY

A Member of the Texas Tech University System

Course Syllabus: Human Diversity
College of Health Sciences and Human Services
SOWK 3953 on line
Summer II 2026 July 6- Aug 7, 2026

Contact Information

Instructor: Catherine McInroe

Office: Centennial Hall #450 F

Office hours: By appointment via Zoom or in person. Virtual office hours are available Monday–Thursday by appointment. Email responses are typically provided within 24 hours on business days.

Office phone: (940) 397-6911

E-mail: catherine.mcinroe@msutexas.edu

Course Description

This course examines human diversity and its implications for professional social work practice. Students explore biological, psychological, social, cultural, historical, environmental, economic, and policy factors that influence individuals, families, groups, organizations, and communities. Emphasis is placed on developing professional self-awareness, critical thinking, ethical decision-making, and evidence-informed strategies for engaging and working effectively with diverse populations. Course content is consistent with the National Association of Social Workers (NASW) Code of Ethics and the Council on Social Work Education (CSWE) and Educational Policy and Accreditation Standards (EPAS).

Course Delivery

This is a **fully online course** delivered through D2L Brightspace. There are **no scheduled class meetings**, so you can complete the coursework at the times that work best for you. However, all assignments, discussions, quizzes, and exams must be completed by the posted due dates.

Because this is an accelerated five-week summer course, students should expect a fast-paced learning experience and should log into D2L several times each week to review announcements, complete assignments, and stay current with course expectations.

The course is organized into weekly modules that include assigned readings, discussions, and assignments. Students are responsible for checking D2L and their MSU email regularly, as these are the primary methods of course communication.

The instructor is available by email and by appointment through Zoom. Students are encouraged to contact the instructor with questions or concerns as early as possible.

Course Objectives

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

1. **Describe** how culture, identity, history, environment, and lived experiences influence human behavior and social functioning.
2. **Analyze** the impact of historical, social, economic, legal, and policy factors on access to resources and services for diverse populations.
3. **Demonstrate** professional self-awareness by examining how personal values, beliefs, and experiences may influence social work practice.
4. **Apply** culturally responsive and evidence-informed strategies when engaging, assessing, and intervening with individuals, families, groups, organizations, and communities.
5. **Evaluate** research and professional literature related to diversity, equity of access, and effective social work practice with diverse populations.
6. **Communicate** professionally and ethically while demonstrating respect for diverse perspectives and adherence to the NASW Code of Ethics.
7. **Integrate** social work values, ethical principles, and critical thinking when addressing complex issues involving human diversity in professional practice.

CSWE Core Competency	Course Objectives	Assignments
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	1, 2, 3, 4, 5, 6, 7	Weekly Discussions, Exam I, Cultural Case Analysis, Comparative Diversity Project, Final Exam

Required Text

Marsiglia, F. F., Kulis, S. S., Lechuga-Peña, S., Nieri, T., & Parsai, M. (2021). *Diversity, Oppression, and Change: Culturally Grounded Social Work* (3rd ed.). Oxford University Press.

Recommended Resources

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).
- National Association of Social Workers. (2021). *Code of Ethics of the National Association of Social Workers*.
- Course readings, videos, and supplemental materials posted in D2L.

Additional readings, videos, journal articles, and other instructional materials may be assigned throughout the semester and will be available through D2L or the Moffett Library electronic resources. Students are expected to complete all assigned readings and instructional materials prior to participating in discussions or completing assignments

Class Participation

Active participation is an essential part of this course. Although there are no scheduled class meetings, students are expected to engage regularly with course materials, complete assigned readings, participate in weekly discussion boards, and submit assignments by the posted deadlines.

Quality participation includes demonstrating critical thinking, contributing meaningful and respectful responses, integrating course concepts into discussions, and supporting ideas with evidence when appropriate. Students are expected to communicate professionally and respectfully with classmates and the instructor at all times.

Because this is an accelerated five-week course, students should log into D2L several times each week to stay current with course announcements, assignments, and discussions.

Technology Requirements

Students are responsible for having regular access to a reliable computer and internet connection capable of accessing D2L Brightspace, viewing course materials, participating in online discussions, and completing assignments. Assignments, discussions, quizzes, and exams must be submitted by the posted deadlines. Computer or internet problems do not automatically excuse missed deadlines. Students experiencing technical difficulties should contact the D2L Help Desk promptly and notify the instructor as soon as possible if technical issues affect their ability to complete course requirements.

Students are encouraged to use a computer rather than a mobile phone or tablet when completing assignments, quizzes, or exams, as some D2L features may not function properly on mobile devices.

Writing Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Student achievement will be evaluated through discussions, written assignments, and examinations.

Assignments	Weight
Weekly Discussions	25%
Exam I	15%
Cultural Case Analysis	25%
Comparative Diversity Paper	20%
Final Exam	15%

Table 2: Weighted average will be used to calculate final grade.

Grade	Points
A	90-100
B	80 to 89
C	70 to 79

Grade	Points
D	60 to 69
F	Less than 60

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. ***Students must repeat social work courses in which they receive a grade of D or F.***

Final Exam Available Aug 6-7 11:59PM

The final exam will be completed online through D2L using **Respondus LockDown Browser**. The exam is designed to assess students' understanding of course concepts and their ability to apply those concepts to social work practice. Questions may include multiple-choice, true/false, matching, and application-based items.

Students are required to download and use **Respondus LockDown Browser** to complete the exam. The use of unauthorized websites, applications, notes, textbooks, electronic devices, or assistance from another person during the exam is prohibited and constitutes academic misconduct.

Students are responsible for ensuring that Respondus LockDown Browser is installed and functioning properly prior to the exam. Technical issues should be reported to the instructor immediately. Makeup exams will be considered only for documented emergencies or university-approved absences

Course Assignments

All written assignments in this course must be prepared in accordance with the Publication Manual of the American Psychological Association (APA) (7th ed.), unless otherwise specified. Students are expected to demonstrate critical thinking, integrate course concepts, and support their work with current scholarly sources when appropriate.

Assignments must be submitted through the designated D2L Dropbox by the posted due date and time. Students are responsible for ensuring that assignments have uploaded successfully and should retain a copy of all submitted work until final course grades have been posted.

Written work should reflect professional social work communication and be organized, clearly written, and free of grammatical and spelling errors. Students are expected to properly cite all sources and avoid plagiarism. Failure to provide appropriate citations or submitting work that is not the student's own may constitute academic misconduct and will be handled in accordance with Midwestern State University policies.

Detailed assignment instructions, grading expectations, and submission requirements will be provided in D2L. Students are encouraged to review assignment requirements carefully and contact the instructor with questions well in advance of the due date.

The assignments in this course are designed to help students integrate course concepts, strengthen professional communication and critical thinking skills, and demonstrate competence in applying human diversity concepts to ethical and culturally responsive social work practice.

Weekly Discussions (25%) Due Fri @ 11:59pm

Students will participate in four online discussions designed to reinforce and apply course concepts. Discussion activities are intended to promote critical thinking, professional communication, and thoughtful engagement with topics related to human diversity and social work practice.

For each discussion, students are required to submit **one original discussion post of at least 200 words** (per Chapter) that demonstrates thoughtful analysis of the discussion prompt. Original posts must reflect the student's own ideas, integrate concepts from the assigned readings, and include **at least one reference to the course textbook**. Students are encouraged to incorporate additional scholarly or professional sources when appropriate to support their ideas and enhance the discussion.

In addition to the original discussion post, students must submit **meaningful responses of at least 150 words each to a minimum of two classmates**. Responses should extend the discussion by asking thoughtful questions, offering additional insight, respectfully presenting alternative perspectives, or connecting course concepts to professional social work practice. Responses such as "I agree," "Good post," or other brief statements that do not meaningfully contribute to the discussion will not receive full credit.

Discussion assignments are intended to foster meaningful academic dialogue while strengthening students' ability to communicate professionally, think critically, and apply course concepts to practice. Students are expected to engage respectfully with differing viewpoints and support their ideas using course materials and other appropriate sources. Discussion grades are based on the quality of analysis, integration of course concepts, engagement with classmates, and adherence to professional communication standards—not on agreement with any particular viewpoint.

Additional discussion instructions, prompts, and due dates will be provided in D2L.

Exam I (15%) Due July 17

The first examination will assess students' understanding of material presented during the first half of the course, including assigned readings, lectures, and

supplemental learning materials. The examination will be administered online through D2L using Respondus LockDown Browser and will include objective and application-based questions designed to evaluate students' understanding of course concepts and their application to professional social work practice.

Cultural Case Analysis (25%) Due July 24

The purpose of this assignment is to provide students with an opportunity to apply course concepts to a realistic social work practice scenario. Students will analyze the assigned case study using a biopsychosocial, cultural, and systems perspective while integrating concepts from the course textbook, scholarly literature, and the NASW Code of Ethics.

Students are expected to demonstrate critical thinking, professional writing, and evidence-informed decision-making throughout the paper.

Instructions

Read the assigned case study carefully and prepare a **5–7-page APA (7th edition)** paper addressing each of the following sections.

1. Presenting Concerns

Identify and briefly summarize the primary concerns affecting the individual and family. Prioritize these concerns as you would if you were the assigned social worker, and explain the rationale for your prioritization.

2. Biopsychosocial, Cultural, and Environmental Assessment

Analyze the biological, psychological, social, cultural, environmental, economic, and policy factors influencing the family's current situation. Discuss how these factors interact and contribute to the family's strengths and challenges.

3. Strengths and Protective Factors

Identify the strengths, resilience factors, family supports, cultural resources, and protective factors that may assist the family in addressing their current concerns. Discuss how a strengths-based approach would guide your work with the family.

4. Barriers to Services

Discuss the barriers that limit the family's access to needed services and resources. Consider factors such as health care, housing, education, employment, transportation, legal concerns, financial limitations, cultural considerations, language, or other systemic barriers. Explain how these barriers may influence assessment, engagement, and intervention.

5. Evidence-Informed Intervention Plan

Develop a culturally responsive intervention plan for the family. Identify at least three specific interventions or services that would address the family's priority needs. Support your recommendations using current scholarly literature and explain how the proposed interventions reflect evidence-informed social work practice.

6. Ethical and Professional Considerations

Identify any ethical issues that may arise while working with this family and discuss how the **NASW Code of Ethics** would guide your professional decision-making. Consider issues related to confidentiality, self-determination, cultural humility, access to services, advocacy, and professional boundaries when appropriate.

7. Personal Reflection

Conclude your paper with a brief reflection discussing what you learned from completing this assignment. Describe how this case enhanced your understanding of human diversity and how the knowledge gained may influence your future social work practice.

Assignment Requirements

- **5–7 pages** of content (not including the title page or reference page)
- APA 7th edition format
- Title page and reference page required
- Abstract is **not** required
- Double-spaced with one-inch margins
- Use an APA-approved font (e.g., 12-point Times New Roman, 11-point Calibri, 11-point Arial, or another APA-approved font)
- Include appropriate APA headings corresponding to each section of the assignment
- Include **a minimum of five references**, consisting of:
 - the required course textbook, and
 - **at least four peer-reviewed scholarly journal articles** published within the past five years
- Support all major points with appropriate citations
- Submit the assignment through the D2L Dropbox by the posted deadline

Evaluation Criteria

Assignments will be evaluated based on:

- Demonstration of critical thinking and depth of analysis
- Application of course concepts and social work theories
- Integration of scholarly literature and evidence-informed practice
- Identification of strengths, barriers, and culturally responsive interventions
- Application of the NASW Code of Ethics and professional judgment
- Organization, clarity, and quality of professional writing
- Appropriate use of APA 7th edition formatting and citations
- Grammar, spelling, punctuation, and overall presentation

Comparative Diversity Paper (20%) Due Aug 7 @ 11:59pm

The purpose of this assignment is to deepen students' understanding of human diversity by examining how different cultures, societies, and social systems respond to issues affecting diverse populations. Students will compare the United

States with one other country to explore how culture, social policies, available resources, and service delivery systems influence the well-being of individuals, families, and communities. This assignment is intended to strengthen students' ability to analyze diversity from a global perspective while applying course concepts to professional social work practice.

Instructions

Select **one country other than the United States** and **one population or social issue** related to human diversity. Examples include, but are not limited to, aging, disability, mental health, substance use, poverty, homelessness, child welfare, immigration, refugees, domestic violence, veterans, health disparities, Indigenous populations, or another topic approved by the instructor.

Prepare a **5–7-page paper** in APA (7th edition) format that addresses the following:

1. **Introduction** – Introduce the selected country and the population or social issue. Explain why this topic is important to professional social work practice.
2. **Population or Social Issue** – Describe the selected population or issue, including relevant demographic, historical, cultural, and social factors that influence the experiences of the population.
3. **Comparison of the United States and the Selected Country** – Compare how the United States and the selected country address the identified issue. Discuss cultural influences, available services, social policies, access to resources, and factors that contribute to similarities and differences between the two countries.
4. **Implications for Social Work Practice** – Discuss the role of social workers in addressing the selected issue. Identify evidence-informed and culturally responsive strategies that promote effective engagement, advocacy, and service delivery.
5. **Professional Reflection** – Conclude with a brief reflection describing what you learned from this comparison and how it may influence your future social work practice.

Assignment Requirements

- Individual assignment
- 5–7 pages (excluding title page and reference page)
- APA 7th edition format
- Title page and reference page required
- Abstract is not required
- Double-spaced with one-inch margins
- Include appropriate APA headings
- Include a minimum of **five references**, consisting of the required course textbook and **at least four peer-reviewed scholarly journal articles** published within the past five years.

- Integrate concepts and terminology from the course textbook throughout the paper.
- Submit the completed assignment through the D2L Dropbox by the posted deadline.

Evaluation Criteria

The project will be evaluated on the quality of analysis, application of course concepts, integration of scholarly literature, comparison of the two countries, understanding of human diversity, relevance to professional social work practice, organization, clarity of writing, and adherence to APA (7th edition) guidelines.

Final Examination (15%)

The comprehensive final examination will assess students' understanding of the major concepts presented throughout the course. The examination will be administered online through D2L using Respondus LockDown Browser and will include objective and application-based questions requiring students to analyze situations and apply course concepts to ethical, culturally responsive, and evidence-informed social work practice.

Late Work

Assignments are expected to be submitted by the posted due date and time. Because this is an accelerated five-week course, timely submission of assignments is essential to staying current with course material.

Students who anticipate difficulty meeting a deadline should contact the instructor **before** the assignment is due whenever possible. Extensions may be granted at the instructor's discretion for documented emergencies, serious illness, or other extenuating circumstances.

Late assignments submitted without prior approval may be subject to a grade reduction or may not be accepted after course feedback has been provided or assignments have been graded and returned to the class. Discussion board assignments and examinations generally cannot be made up after the due date because they are designed to facilitate timely interaction and assessment.

The instructor reserves the right to determine whether late work will be accepted based on the circumstances and the learning objectives of the assignment.

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Important Dates Check all dates on the [Academic Calendar](#).

Summer II Classes Begin: Monday, July 6, 2026

Last Day to Drop with a Grade of "W": Wednesday, July 22, 2026 (4:00 p.m.)

Last Day of Classes: Wednesday, August 5, 2026

Final Exam: available Thursday, August 6, 2026-Friday August 7 (11:59pm)

Students are responsible for meeting all university deadlines related to registration, withdrawals, and graduation. For the most current academic calendar and important dates, please refer to the Midwestern State University Academic Calendar available on the MSU Texas website

Desire-to-Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Social Work Program Attendance Policy

Although this course does not have scheduled class meetings, regular participation is essential for success in this accelerated online course. Students are expected to log into D2L several times each week, review course announcements, complete assigned readings, participate in discussions, and submit assignments by the posted deadlines.

Students are responsible for monitoring their MSU email and D2L notifications, as these are the primary methods of communication for the course. Failure to log into the course or participate regularly does not excuse missed assignments or deadlines.

Students who experience circumstances that interfere with their ability to participate in the course should notify the instructor as soon as possible. While the instructor will make reasonable efforts to work with students experiencing documented emergencies or university-approved absences, students remain responsible for completing all required coursework.

Extended periods of nonparticipation may result in administrative action in accordance with university policies. Students should contact the instructor promptly if they anticipate difficulty meeting course requirements.

Instructor Class Policies

All students enrolled in courses within the Department of Social Work are expected to conduct themselves in a manner consistent with the Midwestern State University Student Handbook and the National Association of Social

Workers (NASW) Code of Ethics. Professionalism, academic integrity, respectful communication, and ethical conduct are essential components of social work education and practice.

This course is designed to develop students' critical thinking, professional judgment, written communication, and ethical decision-making skills. Therefore, all assignments submitted for academic credit, including discussion posts, quizzes, examinations, written assignments, and other course activities, must represent the student's own original work unless collaboration is specifically authorized by the instructor.

The unauthorized use of generative artificial intelligence (AI) tools, including but not limited to ChatGPT, Claude, Gemini, Copilot, GrammarlyGO, QuillBot, or similar technologies, to generate, rewrite, paraphrase, summarize, or substantially edit coursework is prohibited unless specifically authorized as part of a course assignment. Students may not submit AI-generated content as their own work.

The instructor utilizes Turnitin and other available methods to evaluate originality and identify potential plagiarism or unauthorized AI-generated content. Any suspected violation of the university's Academic Misconduct Policy, including plagiarism, cheating, collusion, or unauthorized use of AI, may result in a grade of zero on the assignment, a failing grade in the course, and/or referral to the Office of Student Conduct.

Students are expected to communicate professionally and respectfully in discussion boards, email correspondence, and all course interactions. Professional communication includes using respectful language, responding constructively to differing viewpoints, and contributing positively to the learning environment.

Students are responsible for regularly checking D2L and their MSU email for announcements, assignment updates, and course communications. Questions regarding assignments or course expectations should be directed to the instructor as early as possible.

Professional Expectations of Student Behavior

The Midwestern State University Department of Social Work is accredited by the Council on Social Work Education (CSWE) and is committed to preparing students for competent, ethical, and professional social work practice. The Department also bears a responsibility to the community to prepare graduates who demonstrate the knowledge, values, skills, cognitive processes, and professional behaviors expected of entry-level social workers. Students are expected to conduct themselves in a manner consistent with the NASW Code of Ethics, university policies, and the standards of the social work profession.

Accountability

Students are expected to attend to all course responsibilities, log into D2L regularly, complete assignments on time, and participate meaningfully in course activities. Students are responsible for managing their time effectively, monitoring course announcements, and communicating with the instructor when circumstances arise that may affect their academic performance.

Respect

Students are expected to communicate with classmates, instructors, and university personnel in a professional and respectful manner. The social work profession requires the ability to work effectively with individuals from a variety of backgrounds, experiences, and perspectives. Students should contribute to a positive learning environment by engaging in civil dialogue, listening respectfully, and expressing differing viewpoints professionally and constructively.

Confidentiality

Students are expected to maintain appropriate confidentiality regarding personal information shared by classmates and any case examples discussed during the course. Any client information used for educational purposes must be de-identified in accordance with professional ethical standards and applicable laws protecting confidentiality.

Competence

Students are expected to demonstrate professional competence by preparing for class, completing assigned readings and coursework, meeting deadlines, and actively participating in course activities. Students should apply critical thinking, support conclusions with credible evidence, and communicate professionally in written assignments and online discussions. Students are expected to take responsibility for their own learning, seek assistance when needed, and use instructor feedback as an opportunity for continued academic and professional growth.

Integrity

Students are expected to conduct themselves honestly and ethically in all academic activities. All assignments must represent the student's own work unless collaboration has been specifically authorized. Proper acknowledgment of the ideas and work of others through APA citation is required. Students are expected to comply with all university policies regarding academic integrity, plagiarism, and the appropriate use of technology and artificial intelligence.

Communication

Professional communication is an essential social work skill. Students are expected to communicate clearly, respectfully, and professionally in discussion boards, written assignments, emails, and other course communications. Students should be open to constructive feedback and demonstrate a willingness to improve their communication and professional skills throughout the course.

Ethical Practice

Students are expected to demonstrate professional judgment and ethical decision-making consistent with the NASW Code of Ethics. Students should recognize how personal values and experiences may influence professional interactions while maintaining respect for the dignity and worth of all individuals and adhering to professional standards of practice.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the

tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated [Pregnancy and Parenting](#) Liaison to discuss support available through the University.

College Policies

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

You may also file an online report 24/7 at

https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit

<https://msutexas.edu/titleix/>

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. **Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.** For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Module/Week	Dates	Topics	Readings	Assignments Due (Friday 11:59 p.m.)
Module 1	July 6–11	Introduction to Human Diversity; Culture, Identity, and Social Work Values	Ch 1–3	Discussion 1
Module 2	July 12–17	Bias, Privilege, Communication, and Culturally Responsive Practice	Ch 4–6	Discussion 2; Exam 1
Module 3	July 18–24	Immigration, Families, Health Disparities, and Social Policy	Ch 7–9	Discussion 3; Cultural Case Analysis
Module 4	July 25–31	Working with Diverse Populations and Comparative Global Social Work Practice.	Ch 10–12	Discussion 4;
Module 5	August 1–7	Integration of Course Concepts; Professional Practice; Course Review	Review Materials	Comparative Diversity Paper
Final Exam	August 6-7	Comprehensive Final Exam (Respondus LockDown Browser)	All Course Materials	Final Exam Due

Assignment	Due Date: Fri 11:59
Discussion 1	July 10
Discussion 2	July 17
Exam 1	July 17
Discussion 3	July 24
Cultural Case Analysis	July 24
Discussion 4	July 31
Comparative Diversity Paper	August 7
Final Exam	August 6-7