Semester/Year: Fall 2015  
Course Title: Human Behavior, Diversity and Social Justice  
Course Prefix/Number/Section: SOCW 5317-001  
Instructor Name: Marta Mercado-Sierra, Ph.D.  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: https://www.uta.edu/profiles/marta-marcado  
Office Number: Bldg. A Suite 201-F  
Phone Number: (817) 272-3181  
Email Address: martam@uta.edu  
Office Hours: Wednesdays from 2:00 - 3:30pm and by appointment  
Day and Time of Class (if applicable): Wednesdays, 4:00pm-6:50pm  
Location: SWCA-308  
Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: https://elearn.uta.edu/webapps/login/

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Introduction to theoretical, practical, and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior.

This course is part of the Human Behavior and the Social Environment curriculum sequence in the School of Social Work at the University of Texas at Arlington. Students are introduced to the theoretical issues related to race, ethnicity, gender, sexual orientation, and disability status. Course includes a study of historical, political, and socioeconomic forces that maintain racist, sexist, heterosexist, and ablest values, attitudes and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice are examined in terms of social work values, knowledge and skills at the micro, mezzo, and macro levels of organizational behavior.

The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against
individuals due to race, ethnicity, gender, sexual orientation, or disability status. Please note, this is not a practice course. While practice interventions will be discussed at times, the focus of the course remains on developing a theoretical understanding of human behavior in relationship to race, ethnicity, gender, sexual orientation, and disability status.

B. Measurable Student Learning Outcomes:

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

SOCW 5317 addresses the following foundation educational objectives:

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

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

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

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

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

Core Competencies and Practice Behaviors

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

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

(a) Recognize and manage personal values in a way that allows professional values to guide practice.

(b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Social Workers
(c) Tolerate ambiguity in resolving ethical conflicts; and

(d) Apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.** [Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:]

(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

**Educational Policy 2.1.4—Engage diversity and difference in practice.** [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:]

(a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and

(d) View themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.** [Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers]

(a) Understand the forms and mechanisms of oppression and discrimination.

(b) Advocate for human rights and social and economic justice; and

(c) Engage in practices that advance social and economic justice.

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

(a) Use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
2. critique and apply knowledge to understand person and environment.

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)
2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.6, & 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)
3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups. (EP 2.1.3(a), 2.1.4 (a-d), 2.1.5 (a-c), & 2.1.7 (a & b); DB)
4. Examine self-identity and values as regards to social work values, ethics, and professional practice. (EP 2.1.2 (a-d), 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)
5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions. (EP 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)
6. Develop specific strategies that promote economic and social justice for populations at risk. (EP 2.1.3 (a), EP 2.1.4 (a-d) & 2.1.5 (a-c); DB)

C. Required Text(s) and Other Course Materials:


D. Additional Recommended Text(s) and Other Course Materials:

Other required and recommended readings, websites and videos are retrieved from different sources. These readings are in the course outline in this syllabus and are available to download in the course Blackboard site.

E. Major Course Assignments & Examinations:

<table>
<thead>
<tr>
<th>Assignments &amp; Examinations</th>
<th>Value (points)</th>
<th>Due Date*</th>
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</thead>
<tbody>
<tr>
<td>Note: Make sure you take the quiz on Bb.</td>
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</table>
### Assignments & Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value (points)</th>
<th>Due Date*</th>
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<tbody>
<tr>
<td><strong>Out of Comfort Zone Paper:</strong> One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write a short paper (1,300-1,500 word count) based on their visit to a place that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); gathering of a specific race or ethnicity group; a gay, lesbian, bisexual, and transgendered (LGBT) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others. You must include the following sections in your paper: 1) why you chose this particular experience that you’re writing about as well as the details of when and where it took place, 2) your thoughts, feelings, apprehensions, and preconceived notions prior to the experience, 3) a detailed description of the experience, including your thoughts and feelings, and interactions with others throughout the experience, 4) any -isms you noticed or experienced, and 5) what you learned from the experience. <strong>Note:</strong> If you have doubts of the place to choose please consult with the instructor prior to assisting to the activity.</td>
<td>50</td>
<td>10/11</td>
</tr>
<tr>
<td><strong>Individual Quizzes (6):</strong> Take 6 individual timed quizzes on Blackboard prior to the discussion of the corresponding unit. Each quiz will consist of 10 multiple choice items of the assigned textbook chapter. Each quiz has a value of 20 points each. Remember, if you miss the due date you will not be able to make up the quiz. <strong>Lowest grade will be dropped at the end of the semester.</strong></td>
<td>100</td>
<td>See Course Outline</td>
</tr>
<tr>
<td><strong>Team Quizzes (6):</strong> Take 6 in-class quizzes with your team. Each quiz will have 10 multiple choice items and a value of 20 points each. <strong>Note:</strong> If you are absent you will not be able to make-up these quizzes. <strong>Lowest grade will be dropped at the end of the semester.</strong></td>
<td>100</td>
<td>See Course Outline</td>
</tr>
<tr>
<td><strong>Application Activities (6):</strong> Participate actively in 6 in-class or Bb team application activities. These activities provide important application exercises related to the content of the class. Each activity will have a value of 20 points. <strong>Note:</strong> If you are absent you will not be able to make-up these activities. <strong>Lowest grade will be dropped at the end of the semester.</strong></td>
<td>100</td>
<td>See Course Outline</td>
</tr>
<tr>
<td><strong>Mid-term Exam:</strong> Take a mid-term exam on Blackboard. This exam consist of 25 multiple choice items of course content covered up to the exam due date. Content to be examined will be specified. Remember, if you miss the due date you will not be able to make up this exam.</td>
<td>50</td>
<td>10/30</td>
</tr>
<tr>
<td><strong>Peer Assessment:</strong> Complete a Peer Assessment form for each team member. You can receive up to 15 points based on the average of all the evaluation of your team peers. If you do not submit the assessments you will not receive the corresponding points. The assessment form will be available on Blackboard.</td>
<td>15</td>
<td>12/6</td>
</tr>
<tr>
<td><strong>Final Exam:</strong> Take a final exam in class. This will be a qualitative exam, which will consist of 4 short essay questions. Content to be examined will be specified. Remember, if you are absent you will not be able to make up the exam.</td>
<td>100</td>
<td>12/9</td>
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</tbody>
</table>

*All due dates end at 11:59pm.*

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

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

There are 6 individual quizzes, 6 team quizzes and 6 team application activities in the course and the lowest grade for each category **(total of 3 assignments) will be dropped** at the end of the semester. After all points are averaged, the semester grade is based on the following breakdown:

- **A**: 90 – 100%
- **B**: 80 – 89%
- **C**: 70 – 79%
- **D**: 60 – 69%
- **F**: 59% and below

**SUGGESTIONS TO EARN A GOOD GRADE:** The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read the assigned material, review powerpoints and watch videos.
- Second, ask your question regarding the course materials in class, through an email to the professor or the Q&A session on Blackboard.
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc."

The course materials, assigned readings, powerpoints, videos and this syllabus are all you require to earn a higher grade in this class. Read and watch all these materials carefully. This document provides you with instructions for completing the assignments and a calendar in the course outline indicating when each assignment is due.

In addition, you will find the grading rubric for your major assignment on Blackboard. This will help you guide your work and understand your professor’s expectations. It is recommended that you review the rubric before turning in your assignment to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator or UTA’s English Writing Center.

**Each week, you should:**

1. Check Blackboard at least twice a week to read announcements, take quizzes, submit assignments and download course materials posted by the instructor.
2. View the powerpoints and videos available in the “Course Materials” area to expand upon and
explain the information. Content in the instructor’s powerpoints usually supersedes content in the required and recommended course textbooks.

3. Complete your readings in the required textbook; supplemental readings are noted in the course outline in this document and are available in the appropriate unit folder in the “Course Materials” area on Blackboard.

4. Complete the assignments for each unit. These are designated in the course outline in this document. Examinations and assignments will be taken and submitted via Blackboard. Major assignment links will be available in the assignment tab under main menu and quizzes are located in the corresponding folder in the “Course Materials” tab.

5. Evaluate whether you understand the course materials. If you have questions about the course materials, then please email your questions to the professor (martam@uta.edu).

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

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

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

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

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

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G. Make-Up Exam or Assignment Policy:

Examinations and assignments are not accepted past due dates.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

ADDITIONAL REQUIREMENTS:
• A respectful and inclusive environment is regularly expected. Any disruption of the course learning environment (in and out of the class or online) will result in the identified student(s) being required to leave the class, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

• The use of electronic devices (cell phones, net books, laptops, etc.) is prohibited while in class. The use of laptops in class for taking notes or other educational approach needs to be approved by the instructor.

• Meaningful class participation is one of the requirements of university education. Participation includes: attendance, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, not logging in regularly to Blackboard, and disrespectful communication either in person or via electronic means.

I. Course Schedule:

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics &amp; In-class Activities</th>
<th>Assignments and Examinations</th>
<th>Due Dates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 9/2</td>
<td>INTRODUCTION AND COURSE OVERVIEW: discussion of syllabus; review of major assignments and grading policy; description of class structure and dynamic and overview of social work practice contexts and professional Code of Ethics. <strong>Activities:</strong> • Course overview presentation • Complete Self ID Form • Divide students in teams • Presentation of team members, establish course expectations, team work expectations and team names</td>
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<tr>
<td>2 9/9</td>
<td>WORLDVIEW &amp; PARADIGMS <strong>Activities:</strong> • Short Lecture • Team Discussion</td>
<td>Plagiarism Quiz</td>
<td>9/9</td>
</tr>
<tr>
<td>3 9/16</td>
<td>PREJUDICE, STEREOTYPING, OPPRESSION &amp; DISCRIMINATION <strong>Activity:</strong> • Team Quiz 1 (Chap. 2) • Short Lecture • Group Discussion</td>
<td>Individual Quiz 1 on Bb (Chap. 2)</td>
<td>9/15</td>
</tr>
<tr>
<td>4 9/23</td>
<td>CROSS CULTURAL COMMUNICATION <strong>Activities:</strong> • Team Quiz 2 • Short Lecture • Team Application Activity 1</td>
<td>Individual Quiz 2 on Bb (Chap. 3)</td>
<td>9/22</td>
</tr>
<tr>
<td>Units &amp; Dates</td>
<td>Topics &amp; In-class Activities</td>
<td>Assignments and Examinations</td>
<td>Due Dates*</td>
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<tr>
<td>5 9/30</td>
<td>MULTICULTURALISM &amp; INTERSECTIONALITIES Activities: • Short Lecture • Team Application Activity 2</td>
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<tr>
<td>6 10/7</td>
<td>PRIVILEGE Activities: • Short Lecture • Group Discussion • Mid-term course assessment</td>
<td>Out of Comfort Zone Paper</td>
<td>10/11</td>
</tr>
<tr>
<td>7 10/14</td>
<td>ABLEISM &amp; AGEISM No class meeting on Wednesday, October 14th; CSWE Annual Conference. Class resumes on Wednesday, October 20th.</td>
<td>Individual Quiz 3 on Bb (Chap. 12)</td>
<td>10/13</td>
</tr>
<tr>
<td>8 10/21</td>
<td>SEXISM &amp; GENDER DIVERSITY Activities: • Short Lecture • Team Application Activity 3</td>
<td>Midterm Exam on Blackboard</td>
<td>10/30</td>
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<tr>
<td>9 10/28</td>
<td>HETEROSEXISM Activities: • Short Lecture • Team Application Activity 4</td>
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<tr>
<td>10 11/4</td>
<td>CLASSISM Activities: • Team Quiz 3 (Chap. 9) • Short Lecture • Team Application Activity 5</td>
<td>Individual Quiz 4 on Bb (Chap. 9)</td>
<td>11/3</td>
</tr>
<tr>
<td>11 11/11</td>
<td>RELIGIOUS INTOLERANCE No class meeting on Wednesday, November 11th; NASW Annual Conference. Class resumes on Wednesday, November 18th. Take the time to visit and study the community to be assessed.</td>
<td>Team Application Activity 6 (Discussion Forum on Bb)</td>
<td>11/11</td>
</tr>
<tr>
<td>12 11/18</td>
<td>RACISM Activities: • Team Quiz 4 (Chap. 5) • Short Lecture • Group Discussion</td>
<td>Individual Quiz 5 on Bb (Chap. 5)</td>
<td>11/17</td>
</tr>
<tr>
<td>13 11/25</td>
<td>IMMIGRATION Activities: • Team Quiz 5 (Chap. 4) • Short Lecture • Group Discussion Thanksgiving recess 11/26-27</td>
<td>Individual Quiz 6 on Bb (Chap. 4)</td>
<td>11/24</td>
</tr>
</tbody>
</table>
### Units & Dates | Topics & In-class Activities | Assignments and Examinations | Due Dates*
---|---|---|---
14 12/2 | CHALLENGING OPPRESSION, CULTURAL PLURALISM & DIVERSITY and COURSE WRAP-UP Activities: • Team Quiz 6 (Chap. 14) • Short Lecture • End of term course assessment | Peer Assessments | 12/6

15 12/9 | | Final Exam on Blackboard | 12/9

*All examinations and assignments to be completed or uploaded on Blackboard are due no later than 11:59pm.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**J. Expectations for Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy:**


**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit [http://www.suicidepreventionlifeline.org/](http://www.suicidepreventionlifeline.org/) for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)) or UT Arlington Psychiatric Services (817-272-2771 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)).
https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php
The following is a list, with links, of commonly used library resources:
Library Home Page................. http://www.uta.edu/library
Subject Guides........................ http://libguides.uta.edu
Subject Librarians.................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List........................... http://www-test.uta.edu/library/databases/index.php
Course Reserves....................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog....................... http://discover.uta.edu/
E-Journals.............................. http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off-Campus.. http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

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

P. Americans with Disabilities Act:

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

Q. Title IX:

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

R. Academic Integrity

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

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101,

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:

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