Semester/Year: Spring 2016  
Course Title: Introduction to Social Work  
Course Prefix/Number/Section: SOCW 2311-009/010  
Instructor Name: LaShaunn Bold, LMSW  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: //mentis.uta.edu/public/#profile/profile/edit/id/4  
Office Number: N/A  
Phone Number: UTA SSW (817) 272-3181  
Email Address: lashaunn@uta.edu  
Office Hours: Tues/Thurs by appointment, Phone or Skype upon request  
Day and Time of Class (if applicable): Online  
Location: Online  
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):  
An overview of the social work profession, its fields of practice, methods of social intervention, its historical context, and its relationship to the social welfare system.  
Students should expect to spend about 9 additional hours outside of class each week reading the text and materials, the writing assignment, & studying for exams, and preparing for classroom discussions.  

B. Measurable Student Learning Outcomes:  

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:  

- 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 Schools of Social Work Ethics in Social Work, Statement of Principles;  
- tolerate ambiguity in resolving ethical conflicts; and  
- 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:

- 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:

- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**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:

- advocate for human rights and social and economic justice

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- analyze, formulate, and advocate for policies that advance social well-being

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


This text has an accompanying online supplement. [www.routledgesw.com/cases](http://www.routledgesw.com/cases) Students will be required to set up a free account at this website for use throughout the course.

This course requires the use of Blackboard for completing quizzes, tests, and uploading written assignments.

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

Students will be required to complete the UTA Plagiarism Tutorial for written assignments http://library.uta.edu/plagiarism/

E. Major Course Assignments & Examinations:

Community Assignment: (Addresses EPAs 2.1.2, 2.1.3)

For 20% of the grade, students may choose one of the following options:

1. Complete 10 community service hours in a nonprofit social service agency. Students must complete the "Intent to Complete Community Service Hours" form (due week 3) & provide proof of hours in the form of agency letter head and signature of the volunteer coordinator. Community Service Forms must be approved prior to beginning the service hours.

OR


Students must complete the questions in Exhibit 12.7 & 12.8

The Social Worker must have a bachelor’s or master’s degree in Social Work from an accredited university. Interviews may be conducted in person, skype, or by telephone.

Quizzes

(Addresses EPAs 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8.)

There will be 10 short quizzes administered during the semester. Quizzes are formulated from the text and in class discussions. Quizzes account for 10% of the student’s total grade. Quizzes are completed on Blackboard.

Weekly Discussions

(Addresses EPAs, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8.)

For 15 Sessions (10% of the student’s total grade), each week students will participate in group discussions regarding the chapter readings & current events as they relate to Social Work. Students should be prepared to discuss the topic presented from that week’s text reading, videos, course materials, and the concepts as they relate to Social Work of “Engage”, “Assess”, “Intervene”, and “Evaluate”. Students are expected to read the text each week in preparation for class discussions. Students must have a minimum of 3 posts on the Discussion Board to receive the full 10 points. Please see the Rubric for Discussion Board participation. Discussion Boards will close at the end of each week and will not be reopened to encourage timely discussion. The first student response to the question or discussion topic is due by 11:59pm on Friday of each week. The student must respond to the posts of at least two others by the following Monday at 11:59PM. Students should refer often to text and course materials in discussions.

Rubric for Discussion Board Participation

Discussion Boards, as peer discussions, enhance learning by giving students the opportunity to explore the weekly topics in a more meaningful way. Students should provide discussion that
promotes interaction and open discussion. This rubric provides a guide for students regarding Discussion Board expectations.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 6</th>
<th>Good 8</th>
<th>Excellent 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Student did not complete any Discussion Board posts this week.</td>
<td>Student posted initial post before Friday.</td>
<td>Student Posted Initial Post &amp; responded to one other.</td>
<td>Student posted initial post and responded to 2 others by the weekly deadline.</td>
</tr>
<tr>
<td>Content Contribution</td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Student provides only one or two sentences in initial post that are not in depth but more superficial in nature.</td>
<td>Student posts interactive responses to only one other student, but they and/or are not in depth just one or two phrases.</td>
<td>Student posts initial post and responds to 2 or more others. Posts factually correct, reflective and substantive contribution; includes at least 5-8 sentences for an in depth response to others and the initial post advances discussion. Comments relate directly to Social Work and this week’s subject.</td>
</tr>
<tr>
<td>References &amp; Support</td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates minimal references from literature and personal experience.</td>
<td>Thoroughly uses references to literature, readings, and personal experience to support comments.</td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>

Examples of postings that demonstrate higher levels of thinking:

“Your comments suggest…… about the text….Social Work is…….”

“I agree with your comments because……. The text also points out…..”

“I disagree with your comments because…. As a Social Worker…..”

Students are expected to use references to the text and outside evidence based Social Work.

**Fields of Practice Paper**

(Addresses EPAs, 2.1.3)
A Score of 100 is possible for 20% of the total course grade

Before submitting the paper, students are required to show proof of completion of the Plagiarism tutorial located at http://library.uta.edu/plagiarism/

Students must complete the Plagiarism Tutorial and email the instructor that the quiz has been completed.

Students select a field of practice (child welfare, schools, workplace, criminal/juvenile justice, elderly, mental health, health, substance abuse, military, social advocacy, community) and submit a paper 8-10 pages, APA style.

The *Fields of Practice* paper is a paper that involves thorough research of the topic. Students will research a field of social work and obtain factual data to support ideas throughout the paper. Students may use professional journal articles, books, websites, & the course text for information. Students should not use internet material that does not support empirically based knowledge.

Paper should follow this format: Use the bolded words as headings for your paper sections.

**APA Style (page numbers & headers)**

- **Cover Sheet**
- **Abstract**
- **Introduction Definition of the Field of Practice**
- **Definition of Social Problem**
- **Social Work Roles Important Trends**
- **National Organizations**
- **Conclusion**
- **References**

The *Fields of Practice* Paper will be graded on the following:

- **Following Instructions**
- **Use of APA Style**
- **Grammar, Punctuation, & Sentence Structure**
- **Relevance to Social Work**
- Please use factual information rather than personal experience or opinion. Students will be graded on whether there is evidence to support the information. All information taken from outside sources should be cited.
- Written work must be clear, concise, and grammatically correct.
- All papers must follow APA guidelines. At a minimum this means including a title page, numbering the pages, using Times Roman 12 font, citing all references in the body of the paper and having a reference list at the close of the paper.
- 10 points will be deducted from the overall score for each day a paper is late.

For guidance on correct APA style go to [http://www.uta.edu/library/help/files/cite-apa.pdf](http://www.uta.edu/library/help/files/cite-apa.pdf) Plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own - i.e. using direct sentences written by others) will result is a failing grade for this course.

**Examinations**

There will be both a Midterm (20% of the grade) and a Final Exam (20% of the grade). Both will be administered online using Blackboard (or in class if needed) and will be multiple choice questions. Each exam will be worth 100 points. There will be no makeup exams unless the student
can provide a written request and receives approval from the professor. Exams are developed from the text, classroom discussions, and the weekly quizzes.

**MID TERM EXAM DUE ON BLACKBOARD BY 3/14/16 at 11:59PM**

**THE FINAL EXAM WILL BECOME AVAILABLE ON 4/26/16 AND IS DUE ON BLACKBOARD BY 5/9/16 11:59pm.**

**F. Grading Policy**

**Students MUST complete All of the assignments for this course to receive a passing grade.**

- Community Assignment 100 points worth 20% of Final Average
- Weekly Quizzes 100 Points each worth 10% of Final Average
- Weekly Discussions 10 points each week worth 10% of Final Average
- Fields of Practice Paper 100 Points worth 20% of Final Average
- Mid Term Exam 100 Points Worth 20% of Final Average
- Final Exam 100 Points worth 20% of Final Average

Grades will be posted on Blackboard and are tabulated according to the final grade average.

A= 90-100
B= 80-89.9
C=70-79.9
D=60-69.9
F=60 or below

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

**G. Make-Up Exam or Assignment Policy:**

Students are required to complete all of the assignments for this course to receive a passing grade.

There will be no makeup exams unless the student can provide a written request and receives approval from the professor.

Late Assignments: All papers are due on the dates indicated by Blackboard.

Papers are not accepted after being 7 days late. Late papers will receive a 2 point deduction per day. No papers will be accepted over email. Papers must be submitted in the designated Safe Assign area on Blackboard.

No Incomplete grades will be given for the course, unless there are special circumstances
(instructor's discretion to decide).

It is recommended that students complete All of the assignments for this course to receive a passing grade.

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, The online setting provides students with flexibility for completing assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Each week begins on a Tuesday and ends on a Monday. Students are expected to complete assignments each week by 11:59pm on Mondays. Students who do not complete the discussion boards weekly will receive a "0" for incomplete assignments.

I. Course Schedule:

<table>
<thead>
<tr>
<th>DATE(s) OF CLASS</th>
<th>LECTURE TOPIC</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19-1/25</td>
<td>A Glimpse into the World of Social Work</td>
<td>Students Read Syllabus in Detail Read Chapter 1</td>
<td>1ST DAY OF CLASS Welcome/Introduction • Discussion Board 1: Introduce Yourself • Syllabus Questions: Post Questions in the area on menu &quot;Course Questions&quot; • Quiz 1 over Syllabus</td>
</tr>
<tr>
<td>1/26-2/1</td>
<td>History of Social Work &amp; Social Welfare</td>
<td>Read Chapter 2</td>
<td>• No Quiz This Week • Jane Adams Video • Discussion Board 2 Topic &amp; Assignment: Personal Reflection, Your History &amp; Social Work Post a pic of an item of historical significance &amp; discuss the relevance to social issues of today. Your first post is due Friday of each week, responses due by Mondays at 11:59pm. Please make note of this for the remainder of the semester.</td>
</tr>
<tr>
<td>2/2-2/8</td>
<td>U.S. Poverty and the Implications for Social Work</td>
<td>Read Chapter 3</td>
<td>• See Community Assignment Students wishing to volunteer, turn in the Intent to Complete Volunteer Hours Form by Monday. • Quiz 2 over Chapter 3, completed on Blackboard • Poor Kids in America KERA Video • Food Stamps KERA Video • Discussion Board 3: See BB for Details 2.1.4, 2.1.5, 2.1.8</td>
</tr>
<tr>
<td>2/9-2/15</td>
<td>The Social Work Environment</td>
<td>Read Chapter 4 Read Article from the United Nations Economic and Social Affairs <a href="http://undesaodp.org/Poverty/PovertyandInequality.aspx">http://undesaodp.org/Poverty/PovertyandInequality.aspx</a></td>
<td>• Quiz 3 over Chapter 4, completed on Blackboard • Wealth Inequality in America Video • Wage Gap Changes for Women Video • Discussion Board 4 due See BB 2.1.3, 2.1.4, 2.1.5, 2.1.8</td>
</tr>
<tr>
<td>2/16-2/22</td>
<td>Diversity in Social Work Practice</td>
<td>Read Chapter 5 Read the NASW Standards for Cultural Competence <a href="http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf">http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf</a></td>
<td>• Quiz 4 Over Chapter 5 on Blackboard • Discussion Board 5: Students present a current news article example of discrimination or oppression to class for Discussion. Be prepared to present to the group. 2.1.3, 2.1.4, 2.1.5, 2.1.6</td>
</tr>
<tr>
<td>2/23-2/29</td>
<td>Values and Ethics in Social Work Practice</td>
<td>Read Chapter 6</td>
<td>• Quiz 5 Over Chapter 6 on Blackboard • Discussion Board 6: Students Complete the Values Inventory on the website <a href="http://www.mutledgedgew.com/ranker/assess/myValues">http://www.mutledgedgew.com/ranker/assess/myValues</a> Be prepared to discuss the Values &amp; Ethics Scenarios provided by the instructor 2.1.2, 2.1.3, 2.1.4</td>
</tr>
<tr>
<td>3/1-3/7</td>
<td>Social Work Perspectives and Methods</td>
<td>Read Chapter 7</td>
<td>• Quiz 6 over Chapter 7 • Post Questions regarding Discuss Fields of Practice Assignment in Class, See available space on BB • Discussion Board 7 See BB • Video: Highschool Social Worker 2.1.2</td>
</tr>
<tr>
<td>3/8-3/14</td>
<td>Fields of Social Work Practice</td>
<td>Read Chapter 8</td>
<td>MID TERM EXAM DUE ON BLACKBOARD BY 3/14/16 at 11:59PM • No quiz this week • Complete the Online Plagiarism Tutorial • No Discussion Board this Week 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading/Activities</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>3/22-3/28</td>
<td>Fields Of Social Work Practice Cont’d</td>
<td>Continue reading Chapter 8 • Quiz 7 over Chapter 8 • Oncology Social Worker Video • On Any Given Day, Social Workers Video • Social Work &amp; Military Video • Discussion Board 8 (2.1.3, 2.1.4)</td>
</tr>
<tr>
<td>10</td>
<td>3/29-4/4</td>
<td>Social Work with Individuals and Families</td>
<td>Read Chapter 9 • FIELDS OF PRACTICE PAPER DUE 4/4/16 at 11:59pm (see instructions on syllabus &amp; policies regarding late papers) No papers accepted by email. Paper must be posted on Blackboard in Safe Assign by 3/31/16 at 11:59PM • Quiz 8 Over Chapter 9 • Discussion Board 9 (2.1.2, 2.1.3, 2.1.8)</td>
</tr>
<tr>
<td>11</td>
<td>4/5-4/11</td>
<td>Social Work Practice With Groups</td>
<td>Read Chapter 10 • Quiz 9 Over Chapter 10 • Review the Sanchez Family Case online. • <a href="http://www.routledgewsw.com/sanchez/home">http://www.routledgewsw.com/sanchez/home</a> • NOTE: There are 2 Discussion Boards this week. • Discussion Board 10 Be prepared to Discuss “Assess” &amp; Engage” • Discussion Board 11 Complete an Ecomap, Be prepared to discuss with the group • <a href="http://www.routledgewsw.com/sanchez/engage/mappingTheCase">http://www.routledgewsw.com/sanchez/engage/mappingTheCase</a> (2.1.2, 2.1.3, 2.1.4)</td>
</tr>
<tr>
<td>12</td>
<td>4/12-4/18</td>
<td>Social Work Practice With Organizations, Communities, &amp; Policy Practice</td>
<td>Read Chapter 11 • Quiz 10 Over Chapter 11 • Students review the website &amp; watch video at Center for Study for Social Policy • <a href="http://www.cssp.org/">http://www.cssp.org/</a> • Video Happy Bear Play, Sunnitime House • Video UM School of Social Work Advocacy Day • Video First Follower Leadership Video (2.1.3, 2.1.8)</td>
</tr>
<tr>
<td>13</td>
<td>4/19-4/25</td>
<td>The Social Work Profession</td>
<td>Read Chapter 12 • No Quiz This Week • Review the Sanchez Family and be prepared to discuss “Intervene, Evaluate, &amp; Terminate” • <a href="http://www.routledgewsw.com/sanchez/home">http://www.routledgewsw.com/sanchez/home</a> • Complete the Intervene area online for Sanchez Family. Answer the questions regarding Goals &amp; Needs prior to class time • <a href="http://www.routledgewsw.com/sanchez/intervene/goalsNeeds">http://www.routledgewsw.com/sanchez/intervene/goalsNeeds</a> • Discussion Board 13: What are the Client's Tasks &amp; What are the Social Worker's Tasks? (2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8)</td>
</tr>
<tr>
<td>14</td>
<td>4/26-5/2</td>
<td>You &amp; The Profession What Have We Learned about Social Work</td>
<td>No Text Reading This Week • No Quiz This Week • Self Reflection on Community Assignment • Students turn in Community Service Letter from Volunteer Coordinator (OR) • Students turn in their questions from page 366 of the text and be prepared to discuss the experiences • Discussion Board 14: Community Assignment Discussion (2.1.2, 2.1.3)</td>
</tr>
<tr>
<td>15</td>
<td>5/3-5/6</td>
<td>What Have We Learned?</td>
<td>No Text Reading • Continued Community Assignment Discussion • Students post questions regarding the final in an area on BB. • Student review is independent. No study guide is provided. Students use quizzes to take the final online • Discussion Board 15: What have we learned?</td>
</tr>
</tbody>
</table>

*FINALS*

THE FINAL EXAM WILL BECOME AVAILABLE ON 4/26/16 AND IS DUE ON BLACKBOARD BY 5/9/16 11:59pm.

OUTSIDE OF CLASS. The final is completed on Blackboard.

---

Each week begins on Tuesday and ends on Monday at 11:59pm. Regarding Discussion Boards: each student must respond to the question or post an article by 11:59pm on Friday of each week. However, students have until the following Monday at 11:59pm to respond to a minimum of two other student’s posts. All other assignments are typically due by Monday at 11:59pm.

NOTE: The 2016 Spring Semester begins on Tuesday, January 19, 2016. Students should plan to complete their initial Discussion Board post by Friday at 11:59pm and respond to 2 others by Monday at 11:59pm.

**Weekly Checklist:**

Students are responsible for the following each week. See Course Materials weekly.

- Read the text. This is extremely important for this course. Students MUST purchase the text and be prepared for weekly quizzes.
- Review available Power Points
- Watch any available Videos in Course Materials
- Complete all assignments for the week
- Participate in Discussion Boards. Complete 1st response by the Friday before the Monday due date. Complete your response to others by Monday due date.
- Check MyMav email a minimum of twice a week

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.

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.

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.

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/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit 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
Library Tutorials........................ http://www.uta.edu/library/help/tutorials.php
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 individuals with disabilities.

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/fao/).

P. Disability Accommodations:

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.
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 does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, 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, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

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:

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.

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.