### Course Description/Special Requirements (Prerequisites/Out of Class Meetings)

Examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is also examined in the context of the evolution and function of the contemporary American social welfare system.

**Prerequisite:** SOCW 2311 Introduction to Social Work.

### Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors

The content of this course is consistent with the requirements of the CSWE Educational Policy and Standards (EPAS) Section 4.4 for Social Policy:
4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services CSWE EPAS pp. 9-10 Section 4.4.

The course addresses the following competencies and practice behaviors as listed in CSWE Educational Policy 2.1—Core Competencies:

E.P. 2.1.1—Identify as a professional social worker and conduct oneself accordingly. --advocate for client access to the services of social work.

E.P. 2.1.2—Apply social work ethical principles to guide professional practice. --recognize and manage personal values in a way that allows professional values to guide practice.

E.P. 2.1.3—Apply critical thinking to inform and communicate professional judgments. --distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. --analyze models of assessment, prevention, and intervention, and evaluation.

E.P. 2.1.4—Engage diversity and difference in practice. --Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. --gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

E.P. 2.1.5—Advance human rights and social and economic justice. --understand the forms and mechanisms of oppression and discrimination. --advocate for human rights and social and economic justice. --engage in practices that advance social and economic justice.

E.P. 2.1.6—Engage in research informed practice and practice informed research. --use research evidence to inform practice.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
--analyze, formulate, and advocate for policies that advance social well-being.
--collaborate with colleagues and clients for effective policy action.

E.P. 2.1.9—Respond to contexts that shape practice.
--continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
--provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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


   c. A major national news outlet. You must select at least one of the following: the New York Times, Los Angeles Times, Washington Post, USA Today, or the Wall Street Journal. While you can choose to purchase a digital or print subscription, each of these newspapers has a website that allows free access to online articles up to a certain number of articles per day/week/month. You can also explore signing up for daily emails, although similar restrictions on the number of free articles may apply. You can sign up to news alerts through social media sites such as Twitter, where available.

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

1. Google Alerts: This is a free service that allows you to monitor the web for interesting new content. Choose up to three current policy topics of your interest (e.g. immigration, Affordable Care Act, police brutality, gun rights) and create alerts. Be careful with creating an alert that is either too narrow or too broad—for example, “immigration” may generate an overwhelming amount of alerts as compared to “immigrant children Central America.” Information on creating the alerts can be found at [https://www.google.com/alerts](https://www.google.com/alerts)

2. Local newspaper such as the Fort Worth Star-Telegram or Dallas Morning News

3. “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1). A weekly radio schedule is available at [http://www.kera.org/radio/schedule/](http://www.kera.org/radio/schedule/)

4. CNN News and Policy discussions

5. Evening Network News – (CBS, ABC, NBC)
E. Major Course Assignments & Examinations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 10 Current Events</td>
<td>Throughout</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>2) 5 Reading Quizzes</td>
<td>Every 2-3 weeks</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>3) 10 Team Activities</td>
<td>Throughout</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>4) Group Debate</td>
<td>March 3 - 10</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>5) Debate Reflection Paper</td>
<td>March 14</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>6) Policy Analysis Paper</td>
<td>------</td>
<td>125</td>
<td>25%</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>April 4</td>
<td></td>
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<tr>
<td>Final Paper</td>
<td>May 9</td>
<td></td>
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<tr>
<td>7) Peer Reviews</td>
<td>May 2</td>
<td>25</td>
<td>5%</td>
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<tr>
<td>Total</td>
<td></td>
<td>500</td>
<td>100%</td>
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</table>

I. Current Events 10%

You are expected to regularly read at least one major media news outlet (see Required Course Materials). You will be required to post at least one Current Event to a weekly discussion board that relates to the reading for the week. In addition, you must post responses to at least two postings of your classmates. There will be 15 Current Events posted, corresponding with the 15 course sessions for the semester. However, in order to accommodate for unexpected challenges that may occur throughout the semester, I will drop your 5 lowest Current Event grades at the end of the semester.

You can earn up to 7.5 points per week – it does not count if you post more than once in the same week. I will be grading your Current Events according to the criteria listed below. You are strongly encouraged to post your initial message as early in the week as possible so people will have time to read and respond to your contribution. *Current Events are due each Monday by the end of the day (11:59pm).*

| (1pt) Reliability of Media Source and APA Citation | Most of your Current Events should be from a major news outlet, as listed in Required Course Materials. Be cautious in choosing other news outlets: consistently posting from just conservative (e.g. FoxNews) or liberal (e.g. Huffington Post) media sources does not make for reliable news. You must also be cautious that you don’t confuse *blogs* with actual news stories. To reference your story, you must always provide an APA citation for your media source. Proper APA citation structure for electronic news media is below:


*Hint: If your article doesn’t have an author or a date, it’s probably not a reliable media source.* |
(2pt) Concise summary of the story

In your own words, provide the basic facts of the story (who, what, when, where, why and how). **Cutting and pasting directly from your media source is plagiarism. This is NEVER acceptable and is an automatic “0” for the week.**

(3pt) Relevance to readings and Recommendations for social policy

Describe how the story connects to the readings for that week and to social policy in general. For example, if your Current Event relates to a child who was severely abused in a foster home, **it is not relevant to discuss what you as an individual social worker would do.** Rather, you must connect the story to a broader level of thinking: what are your thoughts and recommendations for social policy? (i.e. What does this say about our child welfare laws? What do you think should be done?).

(1.5pt) Quality Peer Comments

Comment on at least two of your peers’ Current Events. Illustrate your agreement or disagreement with a person’s recommendations.

**Poor quality comments include:** “I totally agree,” “Great job,” or “That’s really interesting.”

**High quality comments include:** “I agree with your recommendation that foster parents should have to receive more training. I think this could have not only prevented the tragedy but might have even kept them from becoming foster parents in the first place.”

OR

“I also read this story, but I actually thought the foster parents did all they could. It seems like the CPS worker had too many cases and maybe their caseloads should be reduced so they can monitor the kids better.”

II. Reading Quizzes 20%

It is important to keep up with the reading assignments in order to facilitate discussion around the readings and current events. To facilitate this taking place on a consistent basis, six online, open-book quizzes will be given during the semester. Each quiz may cover material from the readings for that class session, as well as current events posted in the online discussion board, PowerPoint, discussion, or guest speakers. Questions will be multiple choice, true or false, matching, fill-in-the blank, and/or short answer items. The lowest quiz grade will be dropped at the end of the semester. The five highest grades will each count for 20 points of your final grade (100 points total). Since one quiz grade will be dropped, NO make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz.

Quizzes are not timed and you can take them at any point throughout the week. In addition, you will have two attempts to complete the quiz. Although it is not required, it
is highly suggested that you use the following sequence to take the quiz: (1) Skim the readings before class and attempt the quiz for the first time. (2) Review the questions you missed on the quiz. (3) Come to class prepared with questions to help you determine the correct answers for the quiz. (4) After class, attempt the quiz for a second time. Quizzes are due each Monday by the end of the day (11:59pm).

III. Team Activities 10%

Team Activities are opportunities to apply the materials from that week and strengthen your policy analysis skills. Team Activities involve tasks to prepare for your group debate as well as “mini” policy analyses to help you prepare for your policy analysis paper. Following each Team Activity, you will share the outcomes of your activity with the class in a group Discussion Board. Each person within your group must make an active contribution to the team activity. There will be 10 Team Activities.

You may earn up to 5 points for each Team Activity for a total of 50 points. I will not determine your grade; rather, you will be responsible for grading each other (within your group) at the end of the semester. This includes grading yourself as well. Your group will be asked to come up with its own grading criteria, and you will submit your grading criteria to me for final approval. You may modify your grading criteria as the semester progresses IF all members of your group agree and you provide the instructor with the modified criteria. Regardless of whether Team Activities take place in class or online, a final summary of the Team Activity should be posted to your group’s Team Activity Summary Board, due on Monday by the end of the day (11:59pm).

IV. Group Debate 25%

You will be broken up into groups and you will select one of the following policy topics. I will work to accommodate your first choice, but you may have to settle for a lower choice. You may also suggest an alternate topic from the readings and submit that topic for approval. The purpose of this debate is to practice some key skills that will help you in any social work setting: (1) How to communicate a lot of information effectively in a short amount of time; (2) How to use facts to make a convincing point; (3) How to understand different perspectives on an issue, and (4) How to collaborate with individuals with whom you disagree.

- Racial profiling and state-sanctioned violence (Criminal Justice)
- Women’s access to reproductive health services (Reproductive Justice)
- The Affordable Care Act (Health Care Reform)
- Rights of faith-based providers (Religion and Social Welfare Policy)
- Privatization of social services (Child Welfare/Private Prisons)
- Infectious diseases and public health (Health, International)
- Social Security (OASDI)
- Public assistance and drug testing (TANF/SNAP)
- Supplemental Nutrition Assistance Program (SNAP/Food Stamps)
- Immigrant access to benefits (Health Care/Public Benefits)
• Child welfare financing and workforce (Child Welfare)
• Deinstitutionalization (The Mental Health Centers Construction Act and its aftermath)
• Housing Projects/Section VIII Housing Voucher Program
• McKinney-Vento Housing Act (Homelessness)
• Other topic with instructor approval

After your group has selected a topic, you will then be randomly assigned to either the Affirmative or the Negative side of the debate. Within each side, you will select amongst yourselves the different roles you will carry out in the debate (e.g. First Constructive, Second Constructive, First Rebuttal, and Second Rebuttal). A detailed rubric with guidelines for the assignment is available on Blackboard.

V. Debate Reflection Paper 5%

Following your group debate, you will write a 2-3 page paper that reflects on your experience in the group debate. In particular, you will be asked to explore the values implicit in your assigned position, similarities and contrasts of those values with your personal values, and how you managed or negotiated any conflicts that arose for you from this experience. You will also be asked to complete a qualitative evaluation of your peers and their contributions to the assignment. A detailed rubric with guidelines for the assignment is available on Blackboard.

VI. Policy Analysis Paper 25%

The policy analysis paper can be on the same topic as your group presentation, though you are free to select a different topic with prior approval from the instructor. The paper can be completed as an individual or with your group. The paper will be completed in three steps:

1. Executive Summary: a one-page outline or summary of the policy that you propose to analyze in your paper and the major sections listed in the rubric
2. First Draft Peer Assessment: a participation grade for completing a peer assessment (this is a Team Activity)
3. Final Paper: final submission of your paper

A detailed rubric with guidelines for the assignment is available on Blackboard and additional instructions will be provided in class. Each step of this assignment will be submitted on Blackboard. Please note that if you choose to complete this project as a group, each individual must still submit the assignment.

VII. Peer Reviews 5%

Given the significant amount of group work that forms part of this course, it is important that each individual contribute to the group process in order to ensure that the final outcome is not only a strong reflection of the group’s abilities, but also a fair representation of the contributions of each member. At the end of the semester, each
individual will therefore be responsible for providing a score out of 25 points that reflects how each group member contributed toward the group assignments. Individuals will also grade themselves, and the average of these peer reviews will count for 5% of each student’s overall grade. A template for scoring each group member will be provided.

VIII. Extra Credit

Extra credit opportunities may be made available throughout the semester. These will typically include campus- or community-based workshops or other events that relate to at least one of the topics covered in class. Extra credit is not guaranteed and is highly dependent on the number of events that take place in a given semester. Additionally, extra credit opportunities may not be available for all students due to scheduling difficulties. Therefore, if you come across events or opportunities that might count for extra credit, you are encouraged to submit them to the instructor for prior approval.

A total of 5 points can be provided for extra credit. Only one extra credit opportunity will be accepted per student. In order to earn the full 5 points, a student must provide evidence of attendance, such as a photograph of the event or a copy of an agenda. In addition, students must complete a one-page summary that (a) describes the event, (b) reflects on what was learned, and (c) discusses how they plan to use the information in their career. This information must be emailed to the instructor within two weeks of attending the event.

J. Grading Policy:

All written papers must be submitted in Microsoft Word format (ends with .doc or .docx). If you are using a Mac, make sure you save your file as a Word document before submitting. All assignments must also be grammatically correct using APA style. Assignments with many grammatical errors and misspellings will not receive a satisfactory grade.

Course Grading Scale

The following scale will be used for calculating an overall course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>89% -80%</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>79% -70%</td>
<td>350-399</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>300-349</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>Below 300</td>
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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.

K. Make-Up Exam or Assignment Policy:
No make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz. Other assignments will be accepted late on a case-by-case basis, and may receive a penalty of up to 10% of the final grade per day late.

L. 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, I will not take attendance. However, attendance is helpful for class discussions and group activities. Important information regarding quizzes and class assignments will be provided during class time. Attendance may be taken into account when considering requests to make up or submit late assignments.

M. Course Schedule:

*The following schedule is based on a week that begins on Tuesday at 7:00am and ends on Monday at 11:59pm.*

<table>
<thead>
<tr>
<th>MODULE and CLASS DAYS</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Day of Class</strong></td>
<td>Introductions, Syllabus Review, Assignments</td>
<td>Introduction to the Course—Syllabus Overview</td>
<td>Complete questionnaire.</td>
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<tr>
<td>Jan 19</td>
<td></td>
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<tr>
<td><strong>Module 1</strong></td>
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<tr>
<td>Jan 21 &amp; 26</td>
<td>What is Social Policy? Political Ideology &amp; Social Welfare Policy Research</td>
<td>K&amp;S Ch.1 (continued) P&amp;L Ch.1 (Blackboard)</td>
<td>Online “just for fun” quizzes listed in Blackboard. <em>These do not count as a class quiz and are just for discussion purposes.</em> TA1</td>
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<tr>
<td><strong>Module 2</strong></td>
<td>History and Religion of Social Welfare Policy</td>
<td>K&amp;S Ch.3</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Jan 28 &amp; Feb 2</td>
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<tr>
<td><strong>Out of Class Activity</strong></td>
<td>Debate Preparation</td>
<td>Debate Preparation Handouts</td>
<td>TA2</td>
</tr>
<tr>
<td>Feb 4</td>
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<tr>
<td>Module 3</td>
<td>Feb 9 &amp; 11</td>
<td>The Voluntary Sector</td>
<td>K&amp;S Ch.6</td>
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<tr>
<td>Module 4</td>
<td>Feb 16 &amp; 18</td>
<td>Privatization</td>
<td>K&amp;S Ch.7</td>
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<td>A Comparison of Caseworker Characteristics</td>
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<tr>
<td>Module 5</td>
<td>Feb 23</td>
<td>International Perspectives</td>
<td>K&amp;S Ch.18</td>
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<tr>
<td>Module 6</td>
<td>Feb 25 &amp; Mar 1</td>
<td>Discrimination and Poverty</td>
<td>K&amp;S Ch.4 &amp;5</td>
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<td></td>
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<td></td>
<td>P&amp;L Ch 8 (Blackboard)</td>
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<tr>
<td>Module 7</td>
<td>Mar 3, 8, 10</td>
<td>GROUP DEBATES</td>
<td>Peer evaluation form</td>
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<td></td>
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<td></td>
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<tr>
<td>Module 8</td>
<td>Mar 22 &amp; 24</td>
<td>Social Policy Research and Making Governmental Policy</td>
<td>K&amp;S Ch. 2 &amp; 8</td>
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<tr>
<td>Module 9</td>
<td>Mar 29 &amp; 31</td>
<td>Tax Policy and Social Insurance</td>
<td>K&amp;S Ch. 9 &amp; 10</td>
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<td></td>
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<tr>
<td>Module 10</td>
<td>Apr 5 &amp; 7</td>
<td>Public Assistance and Food Policy</td>
<td>K&amp;S Ch. 11 &amp; 17</td>
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</table>
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.

**N. 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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 11</strong></td>
<td><strong>Apr 12 &amp; 14</strong></td>
<td>Health &amp; Mental Health</td>
<td>K&amp;S Ch. 12 &amp; 13 Health in All Policies</td>
</tr>
<tr>
<td><strong>Module 12</strong></td>
<td><strong>Apr 19 &amp; 21</strong></td>
<td>Housing and Criminal Justice</td>
<td>K&amp;S Ch. 14 &amp; 16 The Case for Reparations…</td>
</tr>
<tr>
<td><strong>Module 13</strong></td>
<td><strong>Apr 26</strong></td>
<td>Child Welfare Policy: Guest Presenter</td>
<td>K&amp;S Ch. 15</td>
</tr>
<tr>
<td><strong>Module 15</strong></td>
<td><strong>May 5</strong></td>
<td>Lessons from policy analysis</td>
<td>Due: Policy analysis paper Potluck</td>
</tr>
<tr>
<td><strong>Final Exam Week</strong></td>
<td></td>
<td>NO FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>
materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

O. Grade Grievance Policy:

P. 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.

Q. 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
R. 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.

S. 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/aaofao/).

T. 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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

U. 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](http://www.uta.edu/titleIX).
V. 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.

W. 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](http://www.uta.edu/oit/cs/email/mavmail.php).

X. 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](http://www.uta.edu/sfs).

Y. 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.