A. Description of Course Content

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.

B. 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

University of Texas at Arlington Core Curriculum

This course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences. As such, it contains core objectives and learning outcomes in critical thinking, communication, empirical and quantitative reasoning, and social responsibility. These are listed here with relevant assignments to assess these outcomes:

Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Assessments: Midterm and Final Exams, Weekly Discussions, Fields of Practice Paper.

Communication Skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Assessments: Weekly Discussions, Fields of Practice Paper.

Empirical and Quantitative Skills include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Assessments: Midterm and Final Exams, Weekly Discussions, Fields of Practice Paper.


C. Required Textbooks and Other Course Materials


This text has an accompanying online supplement. www.routledgesw.com/cases.
D. Additional Recommended Textbooks and Other Course Materials


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

E. Descriptions of Major Assignments and 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 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. Quizzes account for 10% of the student’s total grade

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 issue 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 3 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student did not complete any Discussion Board posts this week.</td>
<td>Student posted initial post before Friday.</td>
</tr>
<tr>
<td>Frequency</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>
</tr>
<tr>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></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>Content Contribution</td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorporates minimal references from literature and personal experience.</td>
</tr>
<tr>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
</tr>
<tr>
<td></td>
<td></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

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 in 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.

**THE FINAL EXAM WILL BECOME AVAILABLE ON 12/6/16 AND IS DUE ON BLACKBOARD BY 12/12/16 11:59PM.**

**F. Grading**

**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 Exams

_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)

H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. 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

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 where a discussion board is due. However, students have until the following Monday, of that week, 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 Fall Semester begins on Thursday, August 25, 2016. The course will open on 8/25. The actual first week of the course is Tu 8/30/16- Mon 9/5/16. Thus, the first due date of course materials is Monday 9/5/16.

<table>
<thead>
<tr>
<th>DAT E(s) OF CLA SS</th>
<th>LECTU RE TOPIC</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST DAY OF CLAS S</strong></td>
<td>8/25</td>
<td>Introductions, Syllabus Review, Assignments</td>
<td>Reminder: Discussion Board first responses due Friday &amp; Responses to others due Monday. See Syllabus for Detail.</td>
</tr>
</tbody>
</table>
| **WEEK 1** 8/30-9/5 | A Glimpse into the World of Social Work | Students Read Syllabus in Detail Read Chapter 1 | **1ST DAY OF CLASS**
**Welcome/Introduction**
- DISCUSSION BOARD 1: Introduce Yourself.
- Syllabus Questions: Post Questions in the area on menu “Course Questions”
- Quiz 1 over Syllabus |
| **WEEK 2** 9/6-9/12 | History of Social Work & Social Welfare | Read Chapter 2 | • No Quiz This Week
• Jane Adams Video
• Discussion Board 2 Topic & Assignment: Personal Reflection, Your History & Social Work Post a pic of an item of historical significance & discuss the relevance to social issues of today. **Your first post is due Friday of each week, responses due by Mondays at 11:99pm. Please make note of this for the remainder of the semester.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Read Chapter</th>
<th>Additional Notes</th>
</tr>
</thead>
</table>
| 3    | 9/13 - 9/19 | **U.S. Poverty and the Implications for Social Work**                 | 3            | - 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) |
| 4    | 9/20 - 9/26 | **The Social Work Environment**                                       | 4            | - 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) |
| 5    | 9/27 - 10/3 | **Diversity in Social Work Practice**                                 | 5            | - 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) |
| 6    | 10/4 - 10/10 | **Values and Ethics in Social Work Practice**                        | 6            | - Quiz 5 Over Chapter 6 on Blackboard  
  • Discussion Board 6: Students Complete the Values Inventory on the website  
  [http://www.routledgesw.com//sanchez/assess/myValues](http://www.routledgesw.com//sanchez/assess/myValues) Be prepared to discuss the Values & Ethics Scenarios provided by the instructor (2.1.2, 2.1.3, 2.1.4) |
| 7    | 10/11 - 10/17 | **Social Work Perspectives and Methods**                             | 7            | - 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) |
| 8    | 10/18 - 10/24 | **Fields of Social Work Practice**                                   | 8            | • MID TERM EXAM DUE ON BLACKBOARD BY 10/24/16 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, 2.1.5) |

**REMINDER: NEXT WEEK IS SPRING BREAK**
**REMINDER: THE WEEK OF MARCH 14-18 IS SPRING BREAK! WEEK NINE WILL CONTINUE 3/21/16-3/25/16**
| WEEK 9 | 10/25-10/31 | Fields Of Social Work Practice Cont’d | Continue reading Chapter 8 | • Quiz 7 over Chapter 8  
• This is Social Work & Aging Video  
• Oncology Social Worker Video  
• On Any Given Day, Social Workers Video  
• Social Work & Military Video  
• Discussion Board 8 (2.1.3, 2.1.4) |
| WEEK 10 | 11/1-11/7 | Social Work Practice with Individuals and Families | Read Chapter 9 | • FIELDS OF PRACTICE PAPER DUE 11/7/16 at 11:59pm (see instructions on syllabus & policies regarding late papers)  
No papers accepted by email.  
Paper must be posted on Blackboard in Safe Assign by 4/4/16 at 11:59PM  
• Quiz 8 Over Chapter 9  
• Discussion Board 9 (2.1.2, 2.1.3, 2.1.8) |
| WEEK 11 | 11/8-11/14 | Social Work Practice With Groups | Read Chapter 10 | • Quiz 9 Over Chapter 10  
• Review the Sanchez Family Case online.  
• [http://www.routledgesw.com/sanchez/home](http://www.routledgesw.com/sanchez/home)  
• NOTE: There are 2 Discussion Boards this week.  
• Discussion Board 10 Be prepared to Discuss “Assess” & Engage”  
• Discussion Board 11 Complete an Ecomap, Be prepared to discuss with the group [http://www.routledgesw.com//sanchez/engage/mappingTheCase](http://www.routledgesw.com//sanchez/engage/mappingTheCase) (2.1.2, 2.1.3, 2.1.4) |
| WEEK 12 | 11/15-11/21 | Social Work Practice With Organizations, Communities, & Policy Practice | Read Chapter 11 | • Quiz 10 Over Chapter 11  
• Students review the website & watch video at Center for Study for Social Policy [http://www.cssp.org/](http://www.cssp.org/)  
• Video Happy Bear Play, Sunshine House  
• Video UM School of Social Work Advocacy Day  
• Video First Follower Leadership Video (2.1.3, 2.1.8) |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Dates</th>
<th>Reading/Activities</th>
</tr>
</thead>
</table>
| 13   | 11/2-11/8 | Read Chapter 12  
* Review the Sanchez Family and be prepared to discuss "Intervene, Evaluate, & Terminate"  
http://www.routledgesw.com/sanchez/home  
* Complete the Intervene area online for Sanchez Family. Answer the questions regarding Goals & Needs prior to class time.  
http://www.routledgesw.com/sanchez/intervene/goalsNeeds  
* Discussion Board 13: What are the Client’s Tasks & What are the Social Worker’s Tasks? (2.1.2, 2.1.3,2.1.4,2.1.5,2.1.8)  
THANKSGIVING HOLIDAY 11/24 & 11/25 |
| 14   | 11/9-12/5 | 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) |
| 15   | 12/6-12/8 | No Text Reading  
* 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?  
* **Students complete the course survey.** |
*FINALS* |       | **Final Exam will open 12/6**  
**Final Exam DUE DATE 12/12/16** | The final is completed on Blackboard. |

**Weekly Checklist:**

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

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.

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 Grievances


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, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). 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.uta.edu/library/help/subject-librarians.php
Course Reserves............................. http://pulse.uta.edu/vwebv/enterCourseReserve.do
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. 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://www.uta.edu/ao/faq/).

O. 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). Only those students who have officially documented a need for an accommodation will have their request honored. 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](http://www.uta.edu/disability) or calling 817-272-3364.**

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).

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.**

P. Non-Discrimination Policy

*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](http://uta.edu/eos).*

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or
activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**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 in their courses by 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. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/).

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

**T. Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/).

**U. Student Feedback Survey**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**V. Final Review Week**

For semester-long courses, 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.