### A. Description of Course Content

The theory and practice of social change at the community level, including a sociological analysis of bureaucracies as collectivities of power, and of the community as a social phenomenon. Three models of community organization—community development, social action, and social planning—will be emphasized including methods of resource delivery and redistribution. Prerequisite: SOCW 2311, SOCW 2313. BSW majors only.

### B. Student Learning Outcomes

SOCW 3306 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies.

#### 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Advocate for client access to the services of social work
- Use supervision and consultation

#### 2.1.2—Apply social work ethical principles to guide professional practice.

- 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
- Apply strategies of ethical reasoning to arrive at principled decisions
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, intervention and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

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.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.

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.

2.1.6—Engage in research-informed practice and practice-informed research.

- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice

2.1.7—Apply knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation

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
- Collaboration with colleagues and clients for effective policy action

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 service
- Provide leadership in providing sustainable changes in service delivery and practice to improve the quality of social services

2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(a)—Engagement

- Substantively and effectively prepare for action with individuals, families, groups, organizations and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

2.1.10(b)—Assessment

- Collect, organize and interpret client data
Assess client strengths and limitations
Develop mutually agreed-on intervention goals and objectives
Select appropriate intervention strategies

2.1.10(c)—Intervention

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

2.1.10(d)—Evaluation

- Social Workers critically analyze, monitor and evaluate interventions

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

1. Apply ecological systems theory to communities and organizations.
2. Relate the development of macro practice to the general history of social work.
3. Describe typical roles a macro generalist social worker assumes, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager.
4. Demonstrate generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities.
5. Demonstrate the importance of using the strengths/capacities, empowerment, and evidence based practice principles to guide practice.
6. Assess macro practice interventions and their relationship to the values of social and economic justice, stakeholder participation, empowerment, and diversity.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignments &amp; Examinations</th>
<th>Learning Outcomes and CORE &amp; Practice Behaviors</th>
<th>Value</th>
<th>Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the UTA’s Library Acknowledging Sources (Plagiarism) tutorial &amp; quiz. You may take this quiz as many times as you prefer before the due date. Access: <a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a></td>
<td>-</td>
<td>100</td>
<td>1/19</td>
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<td><strong>Note:</strong> Make sure you take the quiz posted in the corresponding Bb Content Unit Folder (Do not take the quiz at the end of the tutorial session).</td>
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</table>
Assignments & Examinations

<table>
<thead>
<tr>
<th>Learning Outcomes and CORE &amp; Practice Behaviors</th>
<th>Value</th>
<th>Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcome:</strong> 1-6</td>
<td><strong>Core Competencies:</strong> See corresponding competency in the course outline</td>
<td>100 points each</td>
</tr>
<tr>
<td><strong>Take 5 Blackboard quizzes.</strong> Each quiz will have 25 multiple choice items and a value of 100 points each. Quizzes are completed on Blackboard unless the student has requested to take the quiz in person and then it will be arranged through the instructor. Quizzes are due as indicated on the Syllabus and BB Due Date. Reading is essential in this course and quizzes help the student engage in course materials. It is suggested that students complete each quiz by the due date.</td>
<td><strong>See Course Outline</strong></td>
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<tr>
<td><strong>Learning outcome:</strong> 1, 3-6</td>
<td><strong>Core Competencies:</strong> See corresponding competency in the course outline</td>
<td>100 points each</td>
</tr>
<tr>
<td><strong>Participate actively in 5 in-class application activities.</strong> These activities provide important application exercises related to the content of the class. The topics of these activities are indicated in the Course Outline. Each activity will have a value of 100 points. <strong>Note:</strong> If you are absent you will not be able to make-up the corresponding activity.</td>
<td><strong>See Course Outline</strong></td>
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</table>
| **Assess a local community** using the framework presented in Chapter 6 of the course textbook in teams of 4-5 students. As a macro or micro practitioner a community assessment can help to better respond to the population’s needs and to contribute to one of our major ethical responsibilities, social change. The information collected and analyzed will be organized and submitted as a paper. This assignment will be presented in class on a Power Point or other presentation tool before submitting the paper. A guideline and a rubric will be provided. Submit the community assessment proposal (100 points/10%), presentation (100 points/10%) and final document (100 points/20%) on Blackboard Safe Assign on or before due dates. | **Proposal 3/23/17**
**Presentation TBA in week 14, 15, 16**
**Final Doc. 5/1/17** |
| **Complete a Peer Assessment form for each team member. The total points are based on the average of all the evaluation from your team peers. If you do not submit the assessments you will not receive your corresponding points. The assessment form will be available on Blackboard.** | 100 | 15% |

**F. Grading**

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

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

The semester grade is based on the breakdown of:

**Assignments & Examinations Percentage**
- Acknowledging Sources (Plagiarism) Quiz 5%
- 5 Quizzes 20%
- 5 In Class Activities 20%

(Students MUST be present on the day of the activity. These cannot be made up.)

Community Assessment Part 1: Proposal 10%
Community Assessment Part 2: Presentation 10% & Paper 20%
Peer Assessments 15%

90 and Above = A
80 - 89.9 = B
70 - 79.9 = C
60 - 69.9 = D
Below 60 = F

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.

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

1. Exams - no make up.
2. All Discussion & Team Activities are due weekly as indicated on Blackboard. Discussion Boards must be completed within the week assigned. Discussion Boards and Activities close on the due date indicated on BB. They will NOT BE REOPENED at a later date.
3. Papers & Presentations are not accepted after 7 days being late. Late papers will result in a 2 point deduction per day. Papers must be submitted by SAFE ASSIGN.
4. Please note that no incomplete grades will be given for the course, unless there are special circumstances (instructor’s discretion to decide).
5. Students must complete ALL assignments for this course to receive a passing grade.

G. 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, Class participation is graded on the following criteria: contributions to class discussion on subject matter presented, and attendance. It is important for students to come to class prepared to take part in class discussions. In addition, each student is allowed up to three (3) absences without grade reduction penalty. Each absence after the third (3rd) absence will result in a 5 point reduction in participation grade per absence. (e.g. absence #4 = 95, absence #5=90, etc.)

I. Course Schedule

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. Modifications to assignments and the class schedule will be made after consultation with students. Note: please access our Blackboard course site for additional required and recommended readings and course materials.

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics, Readings, Class Activities and Core Competencies</th>
<th>Major Assignments and Examinations/ Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and course overview: discussion of syllabus; review of major assignments and grading policy; description of class structure and dynamic Activities: • Course overview presentation • Course Expectations • Complete Self ID Form Activities: • Divide students in teams • In Class Activity: member presentations, team work expectations and team name (Students must be present to receive the points) Core Competencies: 2.1.2</td>
<td>Acknowledging Sources Quiz 1/19/17</td>
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<tr>
<td>2</td>
<td>Topics: Definition, Scope and Foundations of SW Macro Practice, Code of Ethics and Integration of Micro and Macro Practice Required readings: Netting et al.: Chapter 1 Austin, M.J., Coombs, M., &amp; Barr, B. (2008). Community-Centered Clinical Practice: Is the Integration of Micro and Macro Social Work Practice Possible? Journal of Community Practice, 13 (4), 9-30. Activities: • Lecture &amp; Discussion • Application Activity #1: Integration of micro and macro practice (must be present to receive points) • Video 1: Policy affects practice: Students/practitioners affect policy by Influencing State Policy Core Competencies: 2.1.1, 2.1.9</td>
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<tr>
<td>Units</td>
<td>Major Assignments and Examinations/ Due Dates</td>
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</table>
| 3 | **Chapter 1 Cont’d.**  
**Activities:**  
- Lecture & Discussion Video 2: Page 11 in Course Text  
- **In Class Application Activity #2**: Social Work Code of Ethics and Macro Practice, Students must be present to receive credit  
**Core Competencies:**  
2.1.1, 2.1.9 |
| 4 | **Topic**: Historical Development of Macro Practice  
**Required reading**:  
Netting et al.: Chapter 2  
**Activities:**  
  - Quiz 1  
  - Video: The Heart of Bassett Place  
  - Discussion  
  - Description of Community Assessment Project: Community Assessment Proposal Guideline and Rubric  
**Core Competencies:**  
2.1.1, 2.1.2 |
| 5 | **Topic**: Engaging with Diverse Populations  
**Required reading**:  
Netting et al.: Chapter 3  
**Activities:**  
  - Lecture  
  - Videos  
  - **In Class Application Activity #3**: Reflecting on personal bias, predominant social values and SW Code of Ethics. Must be present in class to receive credit.  
  - Identify a community for your project  
**Core Competencies:**  
2.1.3, 2.1.6, 2.1.9 |
| 6 | **Topic**: Assessing Community and Organizational Problems  
**Required reading**:  
Netting et al.: Chapter 4  
**Recommended reading**:  
**Activities:**  
  - Lecture & Discussion  
  - **In Class Activity #4**: Analyzing Community Problems with Social Theories. Students must be present in class to receive credit.  
  - Q&A session on Community Assessment Proposal Guideline & Rubric  
  - Identify a specific population and major issue in the community  
**Core Competencies:**  
2.1.3, 2.1.6, 2.1.9 |
<table>
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</table>
| 7     | **Topic:** Understanding Communities  
**Required reading:**  
Netting et al.: Chapter 5  
Journal of Community Practice, 12 (1/2), 23-35.  
**Activities:**  
• Lecture & Discussion  
• **In Class Application Activity #5:** Distinguishing community theories and models. Students must be present in class to receive credit.  
**Core Competencies:**  
2.1.3, 2.1.6, 2.1.7, 2.1.9 | **Quiz #3 Chapter 5 Due 3/2 11:59pm on BB** |
| 8     | **Topic:** Developing a Community Assessment  
**Required readings:**  
Netting et al.: Chapters 6  
Dallas County Community Health Needs Assessment  
**Recommended reading and video:**  
In Community practice: Theories and skills for social workers (Chap. 5) (3rd ed.). New York: Oxford University Press  
Video: Community Assessment Windshield Survey (9 min.)  
Retrieved from [http://www.youtube.com/watch?v=TXMoQjXbUk](http://www.youtube.com/watch?v=TXMoQjXbUk)  
**Activities:**  
• Lecture & Discussion  
• **Activity:** Comparing Community Assessment Frameworks  
• **TEAM Activity:** Develop a Condition Statement  
**Core Competencies:**  
2.1.3, 2.1.6 | **Quiz #4 Chapter 6 Due on BB by 11:59pm** |
|       | **ENJOY SPRING BREAK!!!!!!**  
3/12-3/17 | **Extra Credit: See Self Care Module on BB** |
| 9     | **Topic:** Building Support for the Proposed Change  
**Required reading and documentary:**  
Netting et al.: Chapter 9  
Watch video: The Democratic Promise: Saul Alinsky and his Legacy.  
(\textbf{Note:} Watch all 6 parts posted on Bb.)  
[https://www.youtube.com/watch?v=0WEeVGSz-qo&list=PLnd5JDeeYHm1cTvl5hx7NY_hiulKfAa](https://www.youtube.com/watch?v=0WEeVGSz-qo&list=PLnd5JDeeYHm1cTvl5hx7NY_hiulKfAa)  
**Activities:**  
• Lecture & Discussion  
• **Discussion & give Written Response:** Exploring Opposition to Change  
**Core Competencies:**  
2.1.1, 2.1.5, 2.1.8, 2.1.10(a) | **Submit Community Assessment Proposal due on Blackboard** |
<table>
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<tr>
<th>Units</th>
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<tr>
<td>10</td>
<td><strong>Topic:</strong> Assessing the Political and Economic Context</td>
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<tr>
<td>3/28</td>
<td><strong>Required reading:</strong> Netting et al.: Chapter 10</td>
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<td></td>
<td>the political participation of licensed social workers</td>
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<td>in the new millennium. <em>Journal of Policy Practice</em>,</td>
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<td>6(4), 61-78.</td>
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<td><strong>Activities:</strong></td>
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<td>• Lecture &amp; Discussion</td>
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<td>• Work on the Community Assessment Project</td>
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<td>• Feedback on Community Assessment Proposal</td>
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<td><strong>Core Competencies:</strong> 2.1.5, 2.1.8, 2.1.9, 2.1.10(b),</td>
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<td>2.1.10(c)</td>
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<td><strong>Quiz #5</strong></td>
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<td></td>
<td><strong>Chapter 10</strong></td>
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<td><strong>Due 3/30 by 11:59pm on BB</strong></td>
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<td>11</td>
<td><strong>Topic:</strong> Understanding Human Service Organizations</td>
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<tr>
<td>4/4</td>
<td><strong>Required reading:</strong> Netting et al.: Chapter 7</td>
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<td>4/6</td>
<td><strong>Activities:</strong></td>
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<td>• Lecture &amp; Discussion</td>
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<td>• Work on the Community Assessment Project</td>
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<td><strong>Core Competencies:</strong> 2.1.3, 2.1.6, 2.1.7, 2.1.9</td>
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<tr>
<td>12</td>
<td><strong>Topic:</strong> Human Service Organization Assessment</td>
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<tr>
<td>4/11</td>
<td><strong>Required reading:</strong> Netting et al.: Chapters 8</td>
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<td>4/13</td>
<td><strong>Activities:</strong></td>
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<td></td>
<td>• Lecture &amp; Discussion (4/11)</td>
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<td><strong>4/13/17 No In Person Class:</strong> Students must continue</td>
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<td>to work with Teams on the project &amp; Complete the Online</td>
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<td>Discussion Board to receive credit for the class period</td>
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<td><strong>Core Competencies:</strong> 2.1.3, 2.1.6, 2.1.7</td>
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<td><strong>DISCUSSION BOARD ON BB DUE IN WEEK 12 COURSE MATERIALS</strong></td>
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<td><strong>BY 11:59PM 4/13/17</strong></td>
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<td>13</td>
<td><strong>Topic:</strong> Planning, Implementing, Monitoring, and</td>
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<td>4/18</td>
<td>Evaluating Macro Intervention</td>
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<td>4/20</td>
<td><strong>Required reading:</strong> Netting et al.: Chapter 11</td>
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<td><strong>Activities:</strong></td>
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<td></td>
<td>• Lecture &amp; Discussion</td>
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<td><strong>Community Assessment Presentations being 4/20/17</strong></td>
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<td><strong>Note:</strong> <em>It is essential to attend class on all dates</em></td>
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<td>of Community Assessment presentations.</td>
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<td><strong>Note:</strong> *a deduction of 5 points will be applied to</td>
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<td>your presentation grade for non-attendance.*</td>
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<td><strong>Core Competencies:</strong> 2.1.10(a), 2.1.10(c), 2.1.10(d)</td>
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</tbody>
</table>
| 14    | **Topic:** Community Assessment Review, Course Wrap-up and End of Term Course Assessment  
**Activities:**  
• End of Term Course Assessment Online (Bb)  
• Q&A session on Community Assessment Presentation and Paper Online (Bb Collaborate)  
• Work on Community Assessment Presentation and Paper  
**Community Assessment Presentations**  
• Note: *It is essential to attend class on all dates* of Community Assessment presentations.  
**Note:** a deduction of 5 points will be applied to your presentation grade for non-attendance.  
Thanksgiving Recess (11/23-24) | Submit Community Assessment Presentation on Blackboard |
| 15    | Community Assessment Presentations Continue as Needed  
*Note:* *It is essential to attend class on all dates* of Community Assessment presentations.  
*Note:* a deduction of 5 points will be applied to your presentation grade for non-attendance.  
**ACTUAL LAST DAY OF CLASS TBA** | Submit Peer Assessments on Blackboard  
ALL ASSIGNMENTS RELATED TO COMMUNITY ASSESSMENT ARE DUE ON BB IN THE BB MENU AREA BY 5/1/17 11:59PM |
| 16    | UTA’s Final Exam Period | THIS COURSE DOES NOT INCLUDE A FINAL EXAM. |

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

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**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. 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/ao/afo/).

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). 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 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.

Counseling and Psychological Services, (CAPS) 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.

Q. 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.

R. 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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I promise, 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/.

T. 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.

U. 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/.

V. 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.

W. 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.