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>1/23</td>
</tr>
</tbody>
</table>

| Points | % |  |
|-------|---|---|---|---|
| 100   | 5%| 1/23 |
**QUIZZES:** There will be 5 quizzes. Each quiz will have 25 multiple choice items. Students may use all course materials and the course text to complete the quiz. Students have 2 opportunities to complete quizzes.

<table>
<thead>
<tr>
<th>Learning outcome: 1-6</th>
<th>100 points each</th>
<th>10%</th>
<th>See Course Schedule</th>
</tr>
</thead>
</table>

**Class DISCUSSION BOARDS:** Students complete 5 Class Discussion Boards throughout the semester to provide students the opportunity to learn with a variety of individuals in the course. These discussions provide important application exercises related to the content of the class. The topics of these activities are indicated in the Course Outline. Each discussion will have a value of 10 points. There may also be extra credit discussion boards. The purpose of this assignment is to connect the material in the class to the “real world”. Students are encouraged to discuss various topics in a peer learning atmosphere.

NOTE: Some Activities or Discussions will be with your “TEAM” and some will be with the “Class”. Class Discussions will be indicated as “Class Discussion” in the Title.

<table>
<thead>
<tr>
<th>Learning outcome: 1, 3-6</th>
<th>10 points each</th>
<th>10%</th>
<th>See Course Schedule</th>
</tr>
</thead>
</table>

Students must have a minimum of 3 posts on the Discussion Board to receive the full 10 points. Please see the Rubric in Course Materials for Discussion Board participation. Discussion Boards will close at the end of each week and will not be reopened to encourage timely discussion. The first student response to the question or discussion topic is due by 11:59pm on Friday of each week. The student must respond to the posts of at least two others by the following Monday at 11:59PM. Students should refer often to text and course materials in discussions.
### Team Activities:
The Team activities are designed to promote group cohesion, build relationships, and enhance the student's knowledge regarding Core Competencies in Social Work. Team activities will be in the form of Discussion Boards and document sharing to explore course materials and help the Team complete the Community Assessment.

Team members must communicate using MYMAV Email or other designated UTA tools. They may use GOOGLE Drive only if all of the members have access, and if the professor is provided access. Otherwise, it is suggested that students use the tools provided in Blackboard Groups.

Students are expected to respond positively and promptly to other team members. Teams will not be moved or changed after the first week of the course, unless otherwise notified by the professor.

There will be 5 Team Activities during the semester. Students receive 10 points for completing each activity that includes thorough response, appropriate language, clear spelling/grammar, relevant to course materials. The Discussion Board Rubric will be used for grading Team Activities as well.

<table>
<thead>
<tr>
<th>Learning outcome: 1, 3-6</th>
<th>10 points each</th>
<th>20%</th>
<th>See Course Schedule</th>
</tr>
</thead>
</table>

### COMMUNITY ASSESSMENT PROPOSAL PART 1:
IN GROUPS:

Develop a proposal that identifies the community to be assessed including the problem/issue/need and population. A guideline, rubric and proposal form will be provided. Submit this assignment on Blackboard on or before the due date.

Students will be placed randomly in small groups on Blackboard (BB) in the area of the BB menu titled "Groups/Teams". Working in teams, students will prepare and present knowledge of a specific age group's development within the social environment with special attention to diversity and risk and protective factors.

<table>
<thead>
<tr>
<th>Learning Outcomes: 1, 3-6 Core Competencies: 2.1.3</th>
<th>100</th>
<th>5%</th>
<th>3/27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td></td>
<td></td>
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<tr>
<td>Analyze models of assessment, prevention, intervention and evaluation</td>
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<td></td>
<td></td>
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<tr>
<td>2.1.6 Use practice experience to inform scientific inquiry - Use research evidence to inform practice</td>
<td></td>
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<tr>
<td>2.1.7 Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation</td>
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</tbody>
</table>
**COMMUNITY ASSESSMENT**

**PART 2: PRESENTATION & PAPER**

IN Groups/Teams (TEAMS will be assigned ON THE FIRST DAY of the semester)

Assess a local community using the framework presented in Chapter 6 of the course textbook in a groups of 3-4 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 Power Point Presentation & a paper.

A guideline and a rubric will be provided. Submit the community assessment presentation and paper (due 5/1/17) on Blackboard Safe Assign on or before due dates.

ADDITIONAL DETAILS ARE PROVIDED ON BB, SEE BB MENU.

Students may use Google Docs, BB Wikis, Powerpoint, or other tool for developing a presentation that will be viewed and evaluated by classmates and the instructor. Additional information on the content, style, and grading of this assignment will be posted on Blackboard. Students are expected to provide feedback to others in their group and for the presentations of other groups as they assist in evaluating & grading each group. Students may be graded on their level of participation within their group and interaction with other groups.

**Learning outcomes:** 1, 3-6

**Core Competencies:**

2.1.3

Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Analyse 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

Recognize the Extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power - Recognize and communicate their understanding of the importance of difference in shaping life experiences.

2.1.5

Engage in practices that advance social and economic justice.

2.1.6

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

2.1.7

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

2.1.9 Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service

2.1.10 (b) (c) Collect, organize and interpret client data - Assess client strengths and limitations

<table>
<thead>
<tr>
<th>Peer Assessment: 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.</th>
<th>100</th>
<th>10%</th>
<th>5/1/17 Submitted on Blackboard</th>
</tr>
</thead>
</table>
Rubric for Discussion Board Participation:

Discussion Boards, as peer discussions, enhance learning by giving students the opportunity to explore the weekly topics in a more meaningful way. Students should provide discussion that promotes interaction and open discussion. This rubric provides a guide for students regarding Discussion Board expectations. Because there are only 5 Discussion Boards, and this is an upper level course, students are expected to refer to the course text, outside sources and course materials where relevant. Discussion Boards are expected to be a thorough examination of the materials presented and thorough responses to others.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0-5 Points</th>
<th>Acceptable 5-6</th>
<th>Good 7-8</th>
<th>Excellent 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Student did not complete any Discussion Board posts this week.</td>
<td>Student posted initial post before Friday.</td>
<td>Student Posted Initial Post &amp; responded to one other.</td>
<td>Student posted initial post and responded to 2 others by the weekly deadline.</td>
</tr>
<tr>
<td>Content Contribution</td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Student provides only one or two sentences in initial post that are not in depth but more superficial in nature.</td>
<td>Student posts interactive responses to only one other student, but they and/or are not in depth just one or two phrases.</td>
<td>Student posts initial post and responds to 2 or more others. Posts factually correct, reflective and substantive contribution; includes at least 5-8 sentences for an in depth response to others and the initial post advances discussion. Comments relate directly to Social Work and this week’s subject.</td>
</tr>
<tr>
<td>References &amp; Support</td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates minimal references from literature and personal experience.</td>
<td>Thoroughly uses references to literature, readings, and personal experience to support comments.</td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Assignments &amp; Examinations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledging Sources (Plagiarism) Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>10 Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>5 Class Discussion Boards</td>
<td>10%</td>
</tr>
<tr>
<td>5 Team Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Community Assessment Part 1: Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Community Assessment Part 2: Presentation &amp; Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Peer Assessments</td>
<td>10%</td>
</tr>
</tbody>
</table>

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 Boards & 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.

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.

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,

It is the student’s responsibility to keep abreast of assignments. 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. **Discussion Boards & Team Activities are due Fridays & Mondays. Discussion Boards & Team Activities will close at the end of each week.** Students are expected to complete those discussions during the assigned week. Students are expected to complete all of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.

I. Course Schedule

<table>
<thead>
<tr>
<th>UNITS</th>
<th>TOPICS, REQUIRED READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students Begin the Course in the <strong>START HERE</strong> area of Blackboard.</td>
<td><strong>Acknowledging Sources (Plagiarism) tutorial &amp; quiz</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction and course overview: discussion of syllabus; review of major assignments and</td>
<td>• Complete SELF INTRODUCTION to the Class Discussion Board 1</td>
</tr>
<tr>
<td></td>
<td>grading policy; description of class structure and dynamic</td>
<td>(Remember to respond to at least 2 others)</td>
</tr>
<tr>
<td></td>
<td>• Course overview presentation</td>
<td>Students should find their assigned Team in BB Menu where it says “Teams”.</td>
</tr>
<tr>
<td></td>
<td>• Course Expectations</td>
<td>See BB for the Team Introduction Excercise.</td>
</tr>
<tr>
<td>1/17</td>
<td></td>
<td><strong>Team Activity 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member presentations, team work expectations and Team name</td>
</tr>
<tr>
<td>1/23</td>
<td></td>
<td><strong>REMINDER:</strong> Discussion Boards &amp; Activities are due with 1st response on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fridays &amp; Second Responses by Monday 11:59pm.</td>
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<tr>
<td></td>
<td></td>
<td>All other assignments are usually due by Monday at 11:59pm.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required readings</td>
</tr>
<tr>
<td>------------</td>
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</tbody>
</table>
| 1/24-1/30  | 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  
| 1/31-2/6   | Chapter 1 Continued Reading                                          | Videos                                                                           |                            |                                                                                                              |                                                                                                 |
| 2/7        | Topic: Historical Development of Macro Practice                       | Required reading: Netting et al.: Chapter 2  
Video & discussion: The Heart of Bassett Place (2/11)                           | 2.1.1, 2.1.2                  | Quiz #1 Chapter 1                                                                                           | Team Activity 3: Ethics & Macro Social Work                                                                 |
| 2/13       |                                                                     |                                    |                            |                                                                                                              |                                                                                                 |
| 2/14       | Topic: Engaging with Diverse Populations                              | Required reading: Netting et al.: Chapter 3                                      | 2.1.3, 2.1.6, 2.1.9       | Quiz #2 Chapter 3                                                                                           | Team Activity 4: Reflecting on personal bias, predominant social values and SW Code of Ethics      |
| 2/20       |                                                                     |                                    |                            |                                                                                                              |                                                                                                 |
| 2/21       | Topic: Assessing community and organizational problems                | Required reading: Netting et al.: Chapter 4  
Q&A session on Community Assessment Proposal Guideline and Rubric | 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7 | Class Discussion Board 3: Analyzing Community Problems with Social Theories                                                                 |
| 2/27       |                                                                     |                                    |                            | Discussion Board: (no points) Students should post questions regarding the upcoming Community Assessment Proposal. |                                                                                                 |
| 2/28/3/6   | Topic: Understanding Communities                                      | Required reading: Netting et al.: Chapter 5 & Begin reading Chapter 6  
Recommended reading: Arizmendi, L.G. & Ortiz, L. (2004). Neighborhood and community organizing in Colonias: A case study in the development and use of Promotoras. Journal of Community Practice, 12 (1/2), 23-35. | 2.1.3, 2.1.6, 2.1.7, 2.1.9  | Quiz #3 Chapter 5                                                                                           |                                                                                                 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required readings</th>
<th>Recommended reading and video</th>
<th>Core Competencies</th>
<th>Class Discussion Board 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/13-17</td>
<td>SPRING BREAK!!! Students may continue to work on course assignments. However, students are encouraged to TAKE A BREAK! Self Care is Very Important in Social Work.</td>
<td></td>
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</tr>
<tr>
<td>9/3/21 3/27</td>
<td>Building Support for the Proposed Change</td>
<td>Netting et al.: Chapter 9</td>
<td>Watch video: The Democratic Promise: Saul Alinsky and his Legacy. (Note: Watch all 6 parts posted on Bb.) <a href="https://www.youtube.com/watch?v=0WEeVGSz-go&amp;list=PLnd5IDceeYHmJcjTv5h%7NY_hiulKfAa">https://www.youtube.com/watch?v=0WEeVGSz-go&amp;list=PLnd5IDceeYHmJcjTv5h%7NY_hiulKfAa</a></td>
<td>2.1.3, 2.1.6</td>
<td>Exploring Opposition to Resistance &amp; Change</td>
</tr>
<tr>
<td>10/3/28 4/3</td>
<td>Assessing the Political and Economic Context</td>
<td>Netting et al.: Chapter 10</td>
<td>Ritter, J.A. (2007). Evaluating the political participation of licensed social workers in the new millennium. Journal of Policy Practice, 6(4), 61-78.</td>
<td>2.1.5, 2.1.8, 2.1.9, 2.1.10(b), 2.1.10(c)</td>
<td>TEAMS WORK ON COMMUNITY ASSESSMENT PROJECT</td>
</tr>
<tr>
<td>11/4/4 4/10</td>
<td>Understanding Human Service Organizations</td>
<td>Netting et al.: Chapter 7</td>
<td></td>
<td>2.1.3, 2.1.6, 2.1.7, 2.1.9</td>
<td>TEAMS WORK ON COMMUNITY ASSESSMENT PROJECT</td>
</tr>
<tr>
<td>12/4/12 4/14</td>
<td>Human Service Organization Assessment</td>
<td>Netting et al.: Chapters 8</td>
<td></td>
<td>2.1.3, 2.1.6, 2.1.7</td>
<td>TEAMS WORK ON COMMUNITY ASSESSMENT PROJECT</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required reading</td>
<td>Core Competencies</td>
<td>TEAMS WORK ON COMMUNITY ASSESSMENT PROJECT</td>
<td></td>
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<tr>
<td>4/18</td>
<td><strong>Planning, Implementing, Monitoring, and Evaluating Macro Intervention</strong></td>
<td>Netting et al.: Chapter 11</td>
<td>2.1.10(a), 2.1.10(c), 2.1.10(d)</td>
<td></td>
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<tr>
<td>4/24</td>
<td></td>
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<tr>
<td>4/25</td>
<td><strong>Community Assessment Review, Course Wrap-up</strong></td>
<td></td>
<td></td>
<td>Submit Community Assessment Presentation on Blackboard</td>
<td></td>
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<tr>
<td>5/1</td>
<td></td>
<td></td>
<td></td>
<td>(Remember a Voice Over Presentation gets 10 extra points!)</td>
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<tr>
<td>5/2</td>
<td><strong>Students Review Community Assessment Presentations &amp; Comment on a Discussion Board.</strong></td>
<td></td>
<td></td>
<td>EXTRA CREDIT! CLASS DISCUSSION BOARD Submit Community Assessment Paper on Blackboard</td>
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<tr>
<td>5/8</td>
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</tbody>
</table>

Each week begins on Tuesday and ends on Monday at 11:59pm. Regarding Discussion Boards & Team Activities:
Each student must respond to the question or post an article by 11:59pm on Friday of each week where a discussion board or activity 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.

**Weekly Checklist:**
Students are responsible for the following each week.

- See Course Materials weekly.
- Read the Course Text. This is extremely important. Students MUST purchase the text and be prepared for weekly quizzes.
- Review available Power Points
- Watch ALL available Videos in Course Materials
- Complete all assignments for the week
- Participate in Discussion Boards. Complete 1st response by the Friday before the Monday due. Complete your response to others by Monday due date
- Check MyMav email a minimum of twice a week
- Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

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

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

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

K. Grade 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
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://wweb.uta.edu/aaofao/](http://wweb.uta.edu/aaofao/)).

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/.

S. Electronic Communication

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

T. 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/.

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.

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.