A. Description of Course Content

The first of two required human behavior courses that explore, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth through young adulthood. Offered as AAST 3301 and SOCW 3301; credit will be granted in only one department.

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:

1. Recognize and manage personal values in a way that allows professional values to guide practice.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

1. 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:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

1. Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.9—Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

C. Required Textbooks and Other Course Materials


NASW Code of Ethics Download or print out for use on assignments.

Any Assigned Articles given by Instructor

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

- **Students must first complete the Online Learning Assessment (Week 1) to provide the instructor with information regarding the student’s strengths and areas of need for taking an online course. Students must complete this assessment even if they have taken prior online courses. This assessment is worth 1 point (1%) of the student’s final grade.**

1. Diversity and Ethics Paper - Due 9th Class Session 3/27/17 by 11:59pm 100 Points (worth 20% of the average) THIS PAPER MUST BE UPLOADED ON SAFE ASSIGN. Papers will not be accepted
via email.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2(a); Educational Policy 2.1.4(a-c); Educational Policy 2.1.6(b)

Using one of the case situations listed below and the NASW Code of Ethics, https://www.socialworkers.org/pubs/code/default.asp Write a paper on explicit aspects of the NASW Code of Ethics and values that relate to human diversity with regard for the worth and dignity of all persons, as applied to a specific case. Using one of the cases listed below; discuss how you will apply these ethics and values to your practice with this case in terms of race, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation. Address at least two of these areas. What dilemmas do you anticipate? How will you resolve them? Cite and specify the pertinent ethics and values that will guide your practice decisions in working with diverse persons. Remember you are giving the perspective of a Social Worker in how you might respond ethically in the given situation.

Write out the values and codes (with code numbers). Cite at least two peer reviewed academic journal articles that present research findings specifically relevant to your case and related to working with persons different than yourself. The paper must be written in APA style. Paper should be 3-5 pages in length. The cover and reference pages are not included in the page number requirement.

Grades will be determined based on the following rubric:

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity - Content is expressed with clarity and coherence. Correct APA style</td>
<td>40 points</td>
<td>Includes grammar, spelling, &amp; coherence.</td>
</tr>
<tr>
<td>Applications: Substantive, Comprehensive, detailed, more than 1 or 2 sentences.</td>
<td>60 points</td>
<td>A detailed discussion of how you will apply ethics when working with diverse persons. A minimum of 2 ethical dilemmas should be described in detail. Resolution of the dilemma are detailed and guided by the Code of Ethics. Citations from the Code of Ethics and minimum of 2 journal articles are required.</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>

Use one of these situations from your course text to complete the Diversity & Ethics assignment.

1. Cheryl’s Brain Injury: Cheryl’s family has met with you about Cheryl. You told them you could not discuss details of her case due to confidentiality. They said they understood but wanted to talk with you anyway. They noted that, given Cheryl’s new confrontational demeanor and the circumstances, they would like for you to tell Cheryl that she will not return to active duty and that Sean is marrying someone else. They are afraid she might hurt Sean or his future fiancé.

2. Melissa’s HIV Diagnosis: Melissa has told you that she does not want to tell her fiancé. She wants to break up with him; She thinks that since they have not had unprotected sex, he does not need to know. She believes he has no future with her given her diagnosis and she thinks he will break up with her anyway if he finds out. She says she’d rather walk away than deal with him leaving her for the diagnosis.

3. Max’s Post-Polio Syndrome: Max has continued to struggle and is now alluding to suicide. In session, he told you he has had enough and does not want to go on. He has noted that he thinks his family would be better off with him dead since his life insurance would pay the bills. He has already looked over his plan and, since he’s had it for more than 2 years, his family would still receive the money even if he suicides.
4. **Trudy’s Search for the Sacred**: Trudy is now seeing you to aid in her search. Though she finds peace in her spiritual practices, she still is sometimes plagued by her previous hardships. She feels talking with someone about those hardships will help her let them go. In your discussions, she talks about the positive impact her spiritual practices have on her. One day, in session, you mention in passing that you are too busy and too stressed. She turns attention to you and invites you to her Sangha and her yoga classes.

5. **Leon’s Two Worlds**: Leon is seeing you for help. He has chosen you because you work at the counseling center affiliated with his church. He asks you to explain why the church teaches as it does about homosexuality. He wants to understand better the theological underpinnings of the teachings as he feels it will help him with his struggles.

1. **News Articles & Discussion Boards As Assigned 15% of Final Average (10 Points Each for Total 100 Points)**

   Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.3(a); Educational Policy 2.1.9(a)

   **Students complete Discussion Board (10 sessions) throughout the semester to provide students the opportunity to learn with a variety of individuals in the course. 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. See each weekly Session in Course Materials for Details. For 10 weeks, students will participate in Discussion Boards. The Discussion Board Assignment may ask students to respond to a question/idea OR Students will occasionally be asked to provide a current events news article for discussion. Students will receive a total of 10 points each week. **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. Students must participate in Discussion Boards as indicated on the syllabus and scheduled in blackboard. 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.**

   For the weeks indicated on Blackboard that require students to post an article for discussion, students should present the current news article (from newspaper, magazine, online source, etc.) and reflect in comments about how the environment affects a possible social work “client” (broadly defined). Students should present the material from the perspective of the client they are discussing in the other assignments. Articles should not repeat articles that have already been posted.

   **Rubric for Discussion Board Participation**

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 6</th>
<th>Good 8</th>
<th>Excellent 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Student did not complete any Discussion Board posts this week.</td>
<td>Student posted initial post before Friday.</td>
<td>Student Posted Initial Post &amp; responded to one other.</td>
<td>Student posted initial post and responded to 2 others by the weekly deadline.</td>
</tr>
</tbody>
</table>
**Content Contribution**

| Posts information that is off-topic, incorrect, or irrelevant to discussion. | Student provides only one or two sentences in initial post that are not in depth but more superficial in nature. | Student posts interactive responses to only one other student, but they and/or are not in depth just one or two phrases. | 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. |

**References & Support**

| Includes no references or supporting experience. | Uses personal experience, but no references to readings or research. | Incorporates minimal references from literature and personal experience. | Thoroughly uses references to literature, readings, and personal experience to support comments. |

**Clarity & Mechanics**

| Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate. | Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics. | Contributes valuable information to discussion with minor clarity or mechanics errors. | Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. |

**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 materials.

1. **Case Study - Due: 4/10/17 by 11:59pm 100 Points**

   *(20% of the final average)* THIS ASSIGNMENT MUST BE UPLOADED INTO THE SAFE ASSIGN AREA ON BLACKBOARD.

   No papers will be accepted over email.

   Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.7(a-b); Educational Policy 2.1.3(a); Educational Policy 2.1.4(a-c)

   **Write a case study on a family, group, a small organization, or a community.**

   - Examine a social system using 3 perspectives/theories and 5 concepts (ideas derived from the theories found in the text chapters) as they apply to the social unit you select. See your text pages 26-31 to review before beginning this assignment.

   - Define and discuss the perspectives/theories and concepts in detail and give examples of how the
social system demonstrates each theory and concept. Also discuss diversity issues relevant to the social system (race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.).

- Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the social unit you selected.

The student should consider this project a—work in progress, and work on the case study throughout the semester in order to make the case study manageable and turn in quality work.

This paper should be a maximum of 7 - 10 double-spaced pages in length and follow APA format. Include pertinent material from your textbook and include a minimum of three articles from social work journals that present research findings specifically relevant to understanding the causes of your client’s problems or relevant to how to provide effective social services. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the maximum number of pages. Your grade will be determined based on the following rubric.

<table>
<thead>
<tr>
<th>Grading Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Clarity - Content is expressed with clarity and coherence. This includes grammar, spelling, and coherence. APA: title page, running head, page numbers, and reference list.</td>
<td>10</td>
</tr>
<tr>
<td>Description and application of theories. Minimum of 3 theories need to be elaborate, detailed and substantive to receive full credit.</td>
<td>10</td>
</tr>
<tr>
<td>Description of concepts. Minimum of 5 concepts. Need to be elaborate, detailed and substantive to receive full credit.</td>
<td>20</td>
</tr>
<tr>
<td>Description of diversity Issues/Influences. Discuss and explain diversity issues of the social unit that you have selected (religion, sexual orientation, race, disability, etc.).</td>
<td>20</td>
</tr>
<tr>
<td>Promotion of Health and Well-Being. Discuss in terms of social systems and how they promote or block the achievement of health and well-being.</td>
<td>20</td>
</tr>
</tbody>
</table>
Depth and Substance
Applications of theories, concepts, and diversity influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 3 social work journal articles are required.

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

**Quizzes (100 points worth 10% of Total average)** There will be 10 short quizzes administered during the semester. Each quiz is worth 100 points. The quizzes are open book, you may access your notes as well as other resources to complete the quizzes. Each quiz must be completed within that week. Due dates are noted in the course schedule provided in the syllabus. Students should download the quizzes or cut & paste into a word document for later use.

**Exam 1 (100 points worth 15% of Total average)** This Mid Term involves applying ethical principles and theoretical perspectives to understanding a case study presented in the exam. **DUE 3/13/17 11:59pm**

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2(a); Educational Policy 2.1.7(a-b)

**Exam 2 Final Exam (100 points worth 15% of Total average)** A short answer test of concepts derived from Chapters 6-14 from the textbook. **The Final Exam will become available 4/27/17 and is due by 5/9/17 11:59pm.** Students will want to save quizzes for use on the Exam. There is no study guide. Students will study independently using the weekly quizzes, course materials, and the text.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.6(b); Educational Policy 2.1.7(a-b)

**Group Work:** Up to 3 students can work together on the Diversity/ Ethics Paper, & the Case Study Paper, but it is up to the students to work out individual responsibilities. All students named on a paper submission will receive the same grade for that paper.

**F. Grading**

- Online Learning Assessment 1% of final grade average
- Diversity, Ethics & Values Paper 100 points 20% of Average
- Case Study 100 points 20% of Average
- Exam 1 100 points 15% of Average
- Exam 2 100 points 15% of Average
- 10 Discussion Boards 100 points 15% of Average
- 10 Weekly Quizzes 100 points 10% of Final Average
Plagiarism Tutorial 4 % of final grade average.

Total Points received 605 & averaged for 100 % of the Final Grade.

All course assignments must be completed to receive a passing grade in the course, unless otherwise indicted by the professor.

Grading Scale: The following scale will be used in determining the letter grade for the course.

A= 90-100, B=80-89, C=70-79, D=60-69, F=Below 60

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

Late Assignments: Please read the following rules as they apply to late assignments.

1. Exams - no make up.
2. All papers are due on the dates specified on Blackboard.
3. Papers 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, whether present or absent, 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 are due Fridays.
Mondays. Discussion Boards 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

NOTE: The 2017 Spring Semester begins on Tuesday, January 17, 2017. Students should plan to complete their initial Discussion Board post by Friday at 11:59pm and respond to 2 others by Monday at 11:59pm.

Weekly Checklist:

Students are responsible for completing the Course Modules as indicated on Blackboard in Course Materials.

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

Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
<th>SOCW 3301 HBSE Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates</td>
<td>Module</td>
</tr>
</tbody>
</table>
| 1/17-1/23        | 1      | Students Begin in BlackBoard where it says “START HERE” | INTRODUCTION  
|                  |        | Students Read Syllabus for Detail |  
|                  |        | Read Chapter 1 |  
| 1/24-1/30        | 2      | Begin Reading Chapter 2 | Strengths  
|                  |        |  |  
| 1/31-2/6         | 3      | Chapter 2 Cont’d. | Theoretical Perspectives |
|                  |        |  |  

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Chapter</th>
<th>Course Content</th>
</tr>
</thead>
</table>
| 2/7-2/13   | 4    | Chapter 3 | **Biology; Paradigms and Theories**  
- Quiz 4  
- Begin the Diversity & Ethics Paper Assignment. See the instruction on the Blackboard menu to the left.  
- Read about the assignment, locate the NASW Code of Ethics, Choose a Case Study from the Syllabus, begin the process of writing the paper. Email questions to the professor lashaunn@uta.edu |
| 2/14-2/20  | 5    | Chapter 4 | **The Psychological Person: Cognition, Emotion, & Self**  
- Quiz 5  
- Discussion Board 3 due; 1st Post due Friday, responses due Monday by 11:59pm |
| 2/21-2/27  | 6    | Chapter 5 | **The Psychosocial Person: Relationships, Stress, & Coping**  
- Quiz 6 due  
- Discussion Board 4 due-1st Post due Friday, responses due Monday by 11:59pm |
| 2/28-3/6   | 7    | Chapter 8 | **Social Conformity; Diversity**  
- Read "White Privilege" Required Reading  
- Plagiarism Tutorial in preparation for the upcoming writing assignments  
- Quiz 7 due  
- Discussion Board 5 due- 1st Post due Friday, responses due Monday by 11:59pm |
| 3/7-3/12   | 8    | Chapter 9 | **Social Structure & Institutions**  
- Exam 1 (Midterm) due 3/13/17 by 11:59pm See Blackboard for Details  
- No Discussion Board this week  
- No Quiz this week |
| 3/13/17-3/19/17 |   |          | **S**PRING BREAK!!! |
| 3/21-3/27  | 9    | Chapter 10 | **Families**  
- Discussion Board 6 due- 1st Post due Friday, responses due Monday by 11:59pm  
- Quiz 8 due  
- Diversity, Ethics and Values Paper due 3/27/17 by 11:59pm  
- Post your Ethics Paper in the area indicated on Blackboard the left main menu "Diversity Ethics". No papers will be accepted via email |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/28-4/3</td>
<td>10</td>
<td>Chapter 11 Review text pg.26-31 before writing the Case Study</td>
</tr>
</tbody>
</table>
| 4/4-4/10  | 11   | Small Groups
  • Discussion Board 7 due- 1st Post due Friday, responses due Monday by 11:59pm
  • Quiz 9 due
  • Review text pg.26-31 before writing the Case Study |
| 4/11-4/17 | 12   | Organizations
  • Quiz 10 due
  • Case Study - Due 4/10/17 by 11:59pm: See full instructions on Blackboard Menu & Syllabus
  Post Case Study on Safe Assign in menu area on Blackboard |
| 4/18-4/24 | 13   | Communities
  • Discussion Board 8 due- 1st Post due Friday, responses due Monday by 11:59pm |
| 4/25-5/1  | 14   | The Physical Environment
  • Discussion Board 9 due- 1st Post due Friday, responses due Monday by 11:59pm |
| 5/2-5/8   | 15   | The Spiritual Person
  • Discussion Board 10 due- 1st Post due Friday, responses due Monday by 11:59pm |
|           |      | What have We Learned
  Final Exam
  • The Final Exam becomes available 4/24/17 & is due by 5/9/17 at 11:59pm
  • Please complete your Course Survey sent to you on email from MyMav, Your input is appreciated. |
|           |      | • Extra Credit Discussion Board 11 is due 5/9/17 at 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
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/aao/fao/).

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.

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.