



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2017

Course Title: Social Welfare Policy and Services

Course Prefix/Number/Section: SOCW 3303-003

Instructor Name: Antwan Williams, M.S., J.D.

Faculty Position: Adjunct

Faculty Profile: <https://mentis.uta.edu/explore/profile/antwan%20-w>

Office Number: Social Work Complex, Bldg B - 119

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Office Hours: Mondays and Wednesdays 1 p.m. to 3 p.m. and by appointment.

Day and Time of Class (if applicable): Wednesdays 7 p.m to 9:50 p.m.

Location: PH 200

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Description of Course Content

Examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is also examined in the context of the evolution and function of the contemporary American social welfare system. Prerequisite: SOCW 2311 Introduction to Social Work

B. Student Learning Outcomes

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

4.4 Social Welfare Policy and Services

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

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

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

- advocate for client access to the services of social work.

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

- recognize and manage personal values in a way that allows professional values to guide practice.

E.P. 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- analyze models of assessment, prevention, and intervention, and evaluation

E.P. 2.1.4—Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

E.P. 2.1.5—Advance human rights and social and economic justice.

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

E.P. 2.1.6—Engage in research informed practice and practice informed research.

- use research evidence to inform practice.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- analyze, formulate, and advocate for policies that advance social well-being
- collaborate with colleagues and clients for effective policy action

E.P. 2.1.9—Respond to contexts that shape practice.

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

C. Required Textbooks and Other Course Materials

Karger, H. and Stoesz, D. (2014). *American social welfare policy: a pluralist approach* (7th ed.). Boston: Pearson.

U.S. House Ways and Means Committee 2012 Green Book. Background Material and Data on the Programs within the Jurisdiction of the Committee on Ways and Means. This can be accessed at <http://greenbook.waysandmeans.house.gov/2012-green-book>

Philip Popple and Leslie Leighninger, *Social Work, Social Welfare, and American Society*, 8th ed., available on Blackboard.

D. Additional Recommended Textbooks and Other Course Materials

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

E. Descriptions of Major Assignments and Examinations

Item	Date	Points	Weight
Class Participation	Throughout	50	10%
First Class Notes/Clippings	March 8	50	10%
Second Class Notes/Clippings	April 26	50	10%
5 Quizzes	Varies/See Course Calendar Quizzes may be on Blackboard or Take Home	125	25%
Group Presentations	Varies/See Course Calendar	75	15%
Policy Analysis Paper - The Abstract (Individual Assignment)	Due March 1	25	5%
Policy Analysis Paper (Individual Assignment) Draft Paper (Voluntary) Final Paper	Draft Paper (Voluntary) Due April 5 Final Paper Due April 26	125	25%
Total		500	100%

I. Attendance and Participation - 10%

You will be able to earn up to 50 points for class participation. This grade will be assessed in two ways. The first is class attendance. Your class participation grade will be reduced by 10 points for each unexcused absence. See Section H - Class Participation for details on absences. The second part of your class participation grade will be based on the amount and quality of your contributions to class discussions, particularly based on your clippings project.

II. Class/Reading Notes and Clipping File - 20%

You are required to take notes on class presentations, lectures, power point slides, discussions, and on all assigned readings. This includes the presentations by your classmates. These may be done on your computer or by hand, whichever is your style. They will be graded in terms of:

- Were you there? If you were not in class, it is pretty unlikely that you took good notes.
- Did you note all important details/points?
- Did you take notes on all the assigned readings?
- Are your notes comprehensive?

- Are your notes organized and understandable? It doesn't matter whether you use a tightly organized system such as outlining everything, or you use a more free-flowing approach, but it has to be decipherable to me to at least the extent that I am convinced that you can understand what you have written. This assignment is due at the beginning of class on March 8 and April 26.

In addition, you are expected to regularly read at least one newspaper, one weekly news magazine, scholarly academic journal article and keep up with at least one social work/social welfare related web site. Clip or make copies of everything you find that is related to social work and what social workers do and the topic for that week of class. Bring your folder to class each day and be prepared to discuss items you have found. You will turn in your folder with your class notes on March 8, and April 26. The criteria for grading will be the number of items you have found, if you have items for every week, the relevance of the items to course content, the range of sources that you have used, and the neatness and care you have demonstrated in organizing your folder. Class discussion of your items will be part of your class participation grade.

III. Quizzes - 25%

It is important to keep up with the reading assignments in order to facilitate discussion and learning. To facilitate this taking place on a consistent basis, six quizzes will be given during the semester. The lowest quiz grade will be dropped at the end of the semester. The five highest grades will each count for 25 points of your final grade (125 points total). Each quiz may cover material from the readings, lectures, class discussions or guest speakers. Questions will be multiple choice, true or false, matching, fill-in-the blank, and/or short answer items. Since one quiz grade will be dropped, NO make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz. Quizzes will be posted online in Blackboard for this course. Students must complete the quizzes online by Midnight on the date the quiz is due.

IV. Group Presentation - 15%

For your policy analysis paper you will select/be assigned one of the following topics (Instructor will work to accommodate your first choice, but you may have to settle for a lower choice): Earned Income Tax Credit (EITC); Social Security (OASDI); Supplemental Security Income (SSI); Temporary Assistance to Needy Families (TANF); Supplemental Nutrition Assistance Program (SNAP/Food Stamps); Keeping Families and Children Safe (Reauthorization of Child Abuse Prevention and Treatment Act); The Affordable Care Act (Health Care Reform); Deinstitutionalization (The Mental Health Centers Construction Act and its aftermath); Housing Projects/Section VIII Housing Voucher Program; McKinney-Vento Housing Act (Homelessness).

Your group will make a 30 to 35 minute presentation on the date listed on the course calendar. For groups with earlier dates the presentation will not be expected to be as polished as those having more time to prepare. However, I still expect a quality presentation. External content such as YouTube clips should not take up more than one-quarter of your presentation and, if you do use such material, the verbal part of your presentation should be at least 25 minutes. Each student in the group is expected to participate in the verbal delivery of the presentation. Each student will complete a peer evaluation on the group project/presentation experience. In the peer evaluation, you will rate each of your group members. You are not to share your evaluation with any class member. When you turn in your peer evaluation, to me, I will keep it confidential. The peer evaluation will be due at the end of the class period on the date your group gives the presentation. For the group presentation all members of the group will initially receive the same grade, but I may deduct points from a student's grade based on the peer evaluations (the instructor's discretion).

V. Policy Analysis Paper - 30%

The policy analysis paper may be on the same topic as your group presentation or you can choose another topic (get approval from the instructor). For the group presentation all members of the group will get the same grade minus any deductions based on peer evaluations (the instructor's discretion). However, the Policy

Analysis Paper is an individual effort and will be given an individual grade. You must turn in a one-page abstract of your policy analysis paper on March 1 (worth 5% of your final grade). It is voluntary, but you can turn in a draft of your paper on April 5 and I will review it for content and structure. The final policy analysis paper is due April 26.

Policy Analysis Model. For your policy analysis paper please use the model below, developed by our colleague Dr. Tom Watts. You may vary the order of the sections if you wish. I will also provide a detailed rubric with more guidelines for the assignment.

1. Introduction
2. Description of the Problem that Necessitated the Policy
3. Historical Background of the Policy
4. Description of the Policy
5. Policy Goals
6. Major Issues/Problems with the policy
7. Proposals/possibility for reform of the policy
8. Social Thought and Ideology

- What are the major ideological suppositions contained in the policy?
- Are these more consistent with conservative or liberal perspectives?
- What is the perspective on the role of government, the economic system, and the nature of society, as it pertains to the policy?
- How is the voluntary sector/for-profit sector involved in the policy

Conclusion

- Proposals/potential for reform of the policy
- Who is advocating for reform of the policy; how are they doing so; chance of success?

Definitions of Key Terms References

Writing Details:

Purpose. Be sure and state clearly on page 1 of your policy analysis paper in the Introduction: (a) what you are going to do in the paper: (b) how you plan to do it.

Outline Paper. Use the policy analysis model presented above as your outline for the paper. The policy analysis model headings should be incorporated into the body of the paper itself.

Issue Focus. Your paper should focus on the various issues and points of view on your topic. Example: If you are doing your paper on Social Security, and are discussing privatization as a proposed reform, then bring in both the pro privatization anti privatization perspectives. In other words, present both sides of the issue.

Definitions of Key Terms. Put this on a separate page. Define terms that may have a bearing on what you are writing about. Example, if you are writing about "home health care," then you might also define "meals-on-wheels" or "long-term care," if you think that this may be helpful to your reader or audience. Do not make too many assumptions about your reader or audience in respect to knowing what you may mean by the terms you are employing.

Readings. Use the required readings as a base, as much as possible. This may not always be possible, as you may have chosen a topic that is not covered in the readings. But if it is covered, then refer to the readings in your paper.

References. A separate page(s) should include a listing of references or footnotes. It is not necessary to include a listing of footnotes on one page and bibliography on the other (in many style manuals they are one and the same). The number of references needed is up to the individual student. I would think that 8 would be the

minimum number. Books and scholarly journals (Social Service Review, etc.) should be employed over popular journals (Newsweek, etc.), or Web sites. No more than 20% of the references should come from Web sites (this does not include articles that are published on-line—there is no limit to these).

Style Manual. Please use the style manual of the American Psychological Association (APA).

Length. The policy analysis paper should be between 10 and 12 pages with one inch margins and your spacing set at 1.5. This maximum length does not include separate pages for endnotes, charts, graphs, or other illustrations. Do not obsess about the length. If you feel you are done after nine pages, this is okay (although if you have written less than nine or ten pages you probably should look to be sure you have not left something out). If your paper is longer than 14 pages, you should look to see where you can edit it down.

Conclusion. In the last two or three paragraphs of the policy analysis paper, please integrate, sum up, relate to the larger picture, asking yourself some larger questions such as "What does it all mean?"

F. Grading

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

Course Grading Scale

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

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

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.

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

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

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,

I will primarily assess attendance and class participation in two ways. The first is class attendance. Because this class meets once a week, it is extremely important that you attend every class. Missing one class meeting is the equivalent to missing two regular class periods, since we meet only once a week. Your class participation grade will be reduced by 10 points for each unexcused absence. An excused absence is one for which you have a statement from a health care provider stating that you could not attend class because of illness or injury (a statement saying only that you had a doctor's appointment is not sufficient), or a statement documenting that the absence was due to participation in a university sanctioned activity (team sport, student government, or similar official university activity). The second part of this grade will be assessed based on your substantive participation in class/group discussions and exercises. It is not just quantity of participation, but the quality.

I. Course Schedule

	DATE	TOPIC	READINGS	ASSIGNMENT
Week 1	Jan. 18	Introductions, Syllabus Review, Assignments Criteria, Questionnaires, What is Social Policy?	Introduction to the Course - Read Syllabus	Introductions, Syllabus Review, Assignments, Questionnaires Find the Green Book online and add it to your favorites on your tool bar
Week 2	Jan. 25	What is Social Policy? (continued) - Social Welfare Policy and the Social Work Profession Political Ideology & Social Welfare Policy Research	K&S Chapter 1 P&L Chapter 1 (On Blackboard)	Go to your search engine and type in "World's Smallest Political Quiz." Complete the quiz and print out your results. Read the descriptions of each of the political positions, paying particular attention to the one the quiz identifies as yours. Bring all of this to class [on the first class next week] and be ready to discuss it.
Week 3	Feb. 1	History and Religion of Social Welfare Policy	K&S Chapter 3 Wrestling with faith in Social Work Education What place does religion have in Social Work?	Quiz #1
Week 4	Feb. 8	Social Policy Research and Making Governmental Policy	K&S Chapters 2 & 8	
Week 5	Feb. 15	The Voluntary Sector	K&S Chapter 6	Quiz #2

Week 6	Feb. 22	Privatization and Social Entrepreneurship	K&S Chapter 7 A Comparison of Caseworker Characteristics	
Week 7	March 1	Discrimination and Poverty	K&S Chapters 4 & 5 P&L Chapter 8 (On Blackboard)	Quiz #3 DUE: Abstract for Policy Analysis Paper
Week 8	March 8	Social Media Advocacy for Policy Issues -Policy Analysis	Obar, J.A., Zube, P., and Lampe, C. (2012). Advocacy 2.0: An analysis of how advocacy groups in the United States perceive and use social media... (On Blackboard)	DUE: First set of class notes and first part of clipping file
	March 15	Spring Break - March 13-18		
Week 9	March 22	Tax policy and income distribution; Social insurance	K&S Chapters 9 & 10	Group Presentations: Old Age Survivors and Disability Insurance (OASDI - Social Security); Earned Income Tax Credit (EITC)
Week 10	March 29	Public Assistance and Food Policy	K&S Chapters 11 & 17	Quiz #4 Group Presentations: Supplemental Security Income (SSI); Supplemental Nutrition Assistance Program (SNAP/Food Stamps)
Week 11	April 5	Health & Mental Health	K&S Chapters 12 & 13 Health in all Policies	Due: Draft Policy Analysis Paper Group Presentations: The Affordable Care Act; Deinstitutionalization/Community Mental Health
Week 12	April 12	Housing and Criminal Justice	Chapters 14 & 16 The Case for Reparations	Quiz #5 Group Presentations: Housing Projects and Section VIII Subsidies; Older Americans Act; Homelessness
Week 13	April 19	Child Welfare Policy	K&S Chapter 15	Group Presentations: Keeping Families and Children Safe (Reauthorization of the Child Abuse Prevention and Treatment Act); Temporary Assistance to Needy Families
Week 14	April 26	International Perspectives Policy Practice Skills Lobbying	K&S Chapter 18 Lens, Vickie. "Principled Negotiation: a new tool for case advocacy"	Quiz #6 Complete Student Feedback Survey DUE: Second set of class notes and clipping file DUE: Final Policy Analysis Paper

Week 15	May 3	Policy Practice Skills Continued Lessons from policy analysis	Popple, P. "Negotiation: A critical skill for Social Work administrators"	<i>NO FINAL EXAM</i>
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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 period 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

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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://www.uta.edu/aao/fao/>).

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 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/>.

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.