### Course Information

**Semester/Year:** Fall 2016  
**Course Title:** Generalist Macro Practice  
**Course Prefix/Number/Section:** SOCW 5306-011  
**Instructor Name:** Marta A. Mercado-Sierra, Ph.D.  
**Faculty Position:** Assistant Professor in Practice  
**Faculty Profile:** [https://www.uta.edu/profiles/marta-mercado](https://www.uta.edu/profiles/marta-mercado)  
**Office Number:** Bldg. A Suite 201-F  
**Phone Number:** (817) 272-3181  
**Email Address:** martam@uta.edu  
**Office Hours:** By appointments  
**Day and Time of Class (if applicable):** Online  
**Location:** Online  

**Equipment:** A laptop computer with wireless capability or equivalent is required for all SSW classes.  
**Blackboard:** [https://elearn.uta.edu/webapps/login/](https://elearn.uta.edu/webapps/login/)

### Description of Course Content

This course examines generalist community and administrative practice (CAP) roles, the perspectives of strengths, empowerment, and evidence-based practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work. This course builds on a liberal arts base, including skill in written communication and knowledge of human psychology, sociology, and political science. It builds on the historical, contextual, value, and ethical base developed in the Profession of Social Work/Introduction to Social Work courses. It expands the “person in environment” perspective by considering the environment as a focus for practice. It applies ecological systems theory and generic social work process to communities and organizations. It also examines generalist community and administrative practice roles, and the perspectives of strengths, empowerment, and evidence-based practice, along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

### 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

Additional required and recommended materials are available in the course Blackboard shell.

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>“Self ID” Form: Complete and post the “Self ID” Form in the corresponding Bb content folder.</td>
<td>-</td>
<td>100</td>
<td>10/24</td>
</tr>
<tr>
<td>Acknowledging Sources Quiz: Complete the UTA’s Library Acknowledging Sources (Plagiarism) tutorial (<a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a>) and then take the quiz on Blackboard. You may take</td>
<td>-</td>
<td>100</td>
<td>10/24</td>
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this quiz as many times as you prefer before the due date.

**Note:** Make sure you take the quiz posted in the corresponding Bb Content Unit Folder (Do not take the quiz at the end of the tutorial session).

<table>
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<tr>
<th>Peer Presentation Forum: You will have the opportunity to introduce yourself and meet your class peers. I highly encourage you to participate in this forum since we will be working and learning from each other throughout the semester.</th>
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<th>2%</th>
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</thead>
<tbody>
<tr>
<td>Quizzes: Take 8 quizzes in the corresponding unit folder. Each quiz will consist of multiple choice or short answer items of the assigned material. Each quiz has a value of 100 points each. <strong>The lowest two quiz grades will be dropped at the end of the semester.</strong> Note: you will not be able to make up a quiz passed due date.</td>
<td>Learning outcome: 1-6 Core Competencies: See corresponding competency in the course outline</td>
<td>600</td>
</tr>
<tr>
<td>Discussion Forums: Participate actively in 2 discussion forums. The main objectives of these forums are to analyze, discuss and apply course content, share ideas and learn from each other. These threaded discussions will help you reflect and think critically for a more in-depth learning experience. The topic of each forum is specified in the Course Outline. Each forum will have a value of 100 points. Besides your post (70 points) you must respond to the amount of peers requested in each forum (30 points). Note that you will only be able to read and respond to peers’ postings after you submit your post. Forums will be available in corresponding unit content folder. <strong>You must meet the following criteria:</strong></td>
<td>Learning outcome: 1, 3-6 Core Competencies: See corresponding competency in the course outline</td>
<td>200</td>
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<tr>
<td>• Demonstrate thoughtfulness and effort in your posts, presenting your perspective and critical thinking on readings, other materials and peers’ posts.</td>
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<td>• Respond to main prompt on or before <strong>Saturday (11:59pm).</strong> Note: This will give you time to read and respond to peers’ posts, as well as for them to respond to yours</td>
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<td>• Refer and cite unit’s content and concepts.</td>
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<td>• Post reactions to peers’ postings by <strong>Monday (11:59pm).</strong></td>
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<td>• Write approximately 200 words in initial post and 100 words in each response to peers.</td>
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</tbody>
</table>
Notes: If you post past the due dates you will not be able to receive full points for corresponding entry.

| Develop a Community Assessment Proposal using the framework presented in Chapter 6 of the course textbook. 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. A guideline and a rubric will be provided. Submit the proposal on Blackboard Safe Assign on or before the due date. | 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  
- 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  
- 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 | 12/9 |
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

**End of Course Assessment:** Participate in the End of Course Assessment for 5 extra credit points on your Community Assessment Proposal. You will find the link under Bb’s main Menu. You will have the opportunity to offer feedback on course content and assignments, as well as offer recommendations for future sessions. The main goal is to gather your opinion and learning experiences to review the content and assignments for future sections. Remember, this is the first time this course is offered in an 8 week period. *Please note that this activity is not to evaluate my performance as an instructor.* A guide will be available to complete this assessment.

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

**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 2 weeks of the due date. Unless prior permission is granted, late assignment is penalized 1/2 letter grade per week or part thereof (e.g. an "A" paper earns at best a "B+").

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>
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<tbody>
<tr>
<td>Self-ID Form</td>
<td>1%</td>
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</table>

12/9
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<thead>
<tr>
<th>Acknowledging Sources (Plagiarism) Quiz</th>
<th>7%</th>
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<tbody>
<tr>
<td>Peer Presentation</td>
<td>2%</td>
</tr>
<tr>
<td>8 Quizzes</td>
<td>35%</td>
</tr>
<tr>
<td>2 Discussion Forums</td>
<td>15%</td>
</tr>
<tr>
<td>Community Assessment Proposal</td>
<td>40%</td>
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*Note: The lowest two quiz grades will be dropped at the end of the semester.*

**SUGGESTIONS TO EARN A GOOD GRADE:**

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read the assigned material, and view the powerpoints and course videos.
- Second, ask your question regarding the course content through the Q&A forum on Blackboard or email to the professor.

Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc..”

The course materials, assigned readings, powerpoints on lectures and this syllabus are all you require to earn a higher grade in this class. Read and listen to all these materials carefully. This document provides you with instructions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

In addition, you will find the grading rubric for your major assignment on Blackboard. This will help you guide your work and understand your professor’s expectations. It’s essential to review the rubric before completing and turning in your assignment. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator or UTA’s English Writing Center.

**Each week, you should:**

1. Check Blackboard (Bb) at least twice a week to read announcements, take quizzes, submit assignments and download course materials posted by the instructor.
2. View required (excepted textbook chapters) and recommended readings and materials, videos, and powerpoints for the corresponding unit in “Course Material” tab.
3. Complete required (and recommended) readings.
4. Complete assignments and take quizzes for the corresponding unit. These are designated in the course outline in this document. Examinations and assignments will be taken and submitted via Bb and are located in each unit folder in “Course Materials”. Major assignment links will be available under Bb’s main menu.
5. Evaluate whether you understand the unit’s content. If you have questions on the material you can post them on the corresponding Q&A forum or email the professor.

Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the
instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) [http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php)
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) [http://www.chem.uky.edu/courses/common/plagiarism.html#Examples](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples)
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)

Note: Final 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

Assignments, quizzes and discussion forums are not accepted past due dates. Unless prior permission is granted, late assignments are penalized 1/2 a letter grade per week or part thereof (e.g. an “A” paper earns at best a “B+”). Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

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,

This is a condensed semester course. Consider investing no less than 10 hours a week since you will be assigned the double of readings and activities per unit in comparison to a 16 week course.

Much of what students learn in the classroom, including cyber classrooms, is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others’ ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind.
A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

I. Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained. Modifications to assignments and the class schedule will be made after consultation with students. Note: please access our Blackboard course shell for additional required and recommended readings and materials.

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics, Readings, Class Activities and Core Competencies</th>
<th>Assignments and Examinations</th>
<th>Due Dates*</th>
</tr>
</thead>
</table>
| 1 10/17-24    | **Topic:** Introduction and Course Overview (syllabus review, course outline and Blackboard shell organization)  
**Review the following materials:**  
- Syllabus  
- Course overview presentation  
- Welcome video  
- UTA’s Library Acknowledging Sources Tutorial: [http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php)  
(Note: do not take the quiz at the end of the tutorial)  
Core Competencies: 2.1.2  

**Topic:** Historical Development of Macro Practice  
**Required reading:** Netting et al.: Chapter 2  
**Recommended reading:** Settlement House for African Americans: Phyllis Wheatley  
Core Competencies: 2.1.1, 2.1.2 | “Self ID” Form  
Acknowledging Sources Quiz  
(Important: Take the corresponding quiz posted in Unit 1 content folder; do not take the one at the end of the tutorial.)  
Peer Presentation  
Quiz 1 (Chapter 2) | 10/24 |
| 2 10/24-31    | **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  
**Core Competencies:** 2.1.1, 2.1.9 | Quiz 2 (Chapter 1)  
Discussion Forum 1: Micro/Macro Practice  
(See specific due dates in forum) | 10/31 |
| 3 10/31-11/7  | **Topic:** Developing a Community Assessment  
**Required readings:** Netting et al.: Chapter 6  
Dallas County Community Health Needs Assessment  
Discussion Forum 2: Comparing Community Assessment Frameworks  
(See specific due dates in forum)  
Quiz 3 (Chapter 5) | | 11/7 |
<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics, Readings, Class Activities and Core Competencies</th>
<th>Assignments and Examinations</th>
<th>Due Dates*</th>
</tr>
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</table>
| Video: Community Assessment Windshield Survey (9 min.) Retrieved from [http://www.youtube.com/watch?v=TGXM0QjXbUk](http://www.youtube.com/watch?v=TGXM0QjXbUk) | **Activities:**  
- Read Community Assessment Proposal Guideline and Rubric  
- **Watch video:** Review of Community Assessment Proposal Guideline and Rubric  
**Core Competencies:**  
2.1.3, 2.1.6  
**Topic:** Understanding Communities  
**Required reading:** Netting et al.: Chapter 5  
**Core Competencies:**  
2.1.3, 2.1.6, 2.1.7, 2.1.9  | **Quiz 4** (Chapter 3)  
**Quiz 5** (Chapter 4)  | 11/14 |
| **4**  
11/7-14  
**Topic:** Understanding Community and Organizational Problems  
**Required reading:** Netting et al.: Chapter 3  
**Core Competencies:**  
2.1.3, 2.1.6, 2.1.9  
**Topic:** Studying and Understanding Populations in Community and Organizational Assessments  
**Required reading:** Netting et al.: Chapter 4  
**Core Competencies:**  
2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7  |  |  |
| **5**  
11/14-21  
**Topic:** Building Support for the Proposed Change  
**Required reading and documentary:** Netting et al.: Chapter 9  
**Recommended material:** The Democratic Promise: Saul Alinsky and his Legacy. [https://www.youtube.com/watch?v=OWeVGSz-goo&list=PLnd5IDcceeYHmJcTvl5hx7NY_hiuLkfAa](https://www.youtube.com/watch?v=OWeVGSz-goo&list=PLnd5IDcceeYHmJcTvl5hx7NY_hiuLkfAa)  
**Core Competencies:**  
2.1.1, 2.1.5, 2.1.8, 2.1.10(a)  
**Topic:** Assessing the Political and Economic Context  
**Required reading:** Netting et al.: Chapter 10  
**Core Competencies:**  
2.1.5, 2.1.8, 2.1.9, 2.1.10(b), 2.1.10(c)  | **Quiz 6** (Chapter 9)  
**Quiz 7** (Chapter 10)  | 11/21 |
<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics, Readings, Class Activities and Core Competencies</th>
<th>Assignments and Examinations</th>
<th>Due Dates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 11/21-28</td>
<td>Activities: Work on Community Assessment Proposal</td>
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<td>-</td>
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<tr>
<td></td>
<td>Participate voluntarily in the Q&amp;A web conference on the Community Assessment Proposal <em>(Note: The session will be recorded and will be available to all students)</em> <strong>Date to be decided</strong></td>
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</table>
| 7 11/28-12/5 | **Topic:** Understanding Human Service Organizations  
**Required reading:** Netting et al.: Chapter 7  
**Core Competencies:** 2.1.3, 2.1.6, 2.1.7, 2.1.9  
**Topic:** Human Service Organization Assessment  
**Required reading:** Netting et al.: Chapter 8  
**Core Competencies:** 2.1.3, 2.1.6, 2.1.7  
**Quiz 8 (Chapter 7)** | -                           | 12/5        |
| 8 12/5-9     | **Topic:** Planning, Implementing, Monitoring, and Evaluating Macro Intervention  
**Required reading:** Netting et al.: Chapter 11  
**Core Competencies:** 2.1.10(a), 2.1.10(c), 2.1.10(d)  
**Topic:** Course Wrap-up and End of Term Course Assessment  
**Community Assessment Proposal**  
**End of Course Assessment** | -                           | 12/9        |

**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](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://libguides.uta.edu/subject-librarians.php
Course REServes..................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ................. http://libguides.uta.edu/offcampus
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 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.

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.

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 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.