



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2017

Course Title: Child and Youth Social Policy

Course Prefix/Number/Section: SOCW 5363 (formerly SOCW 6304)-004

Instructor Name: Theresa Beckwith Davis, MSSW, LCSW

Faculty Position: Adjunct

Faculty Profile: <http://www.uta.edu/profiles/theresa-davis>

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Office Hours: By Appointment

Day and Time of Class (if applicable): Thursday 7:00 PM - 9:50 PM

Location: SWCA 115

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

Examination of current policies, programs, and practices. Attention given to new perspectives on the delivery system and staffing in child welfare. Through analysis and research, students are provided knowledge for more effective practice in the field of child welfare. Prerequisite: SOCW 5303.

B. Student Learning Outcomes

Advanced Practice Behaviors—Direct Practice with Children and Families:

Educational Policy 2.1.5—Advance human rights and social and economic justice.

1. Advocate at multiple levels for services to families that increase effective family functioning.

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

1. Advanced practitioners in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families
2. They advocate for policies that advance the social and economic well-being of children and families

Advanced Practice Behaviors—CAP:

Educational Policy 2.1.5—Advance human rights and social and economic justice.

1. Analyze the human rights and social and economic justice implications of social policies and advocate for

change as needed.

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

1. Analyze the social and economic well-being implications of social policies and advocate for changes as needed.

Student Learning Outcomes: At the conclusion of the course, students will be able to:

1. Assess the fields of child welfare and juvenile justice from perspectives of social justice;
2. Evaluate the special problems and needs of client groups in the protective service and juvenile justice systems and how these needs affect policy issues;
3. Assess the relevance of cultural and human diversity for the development and implementation of child welfare and juvenile justice policy and practice;
4. Analyze how policy is made, through exploration of the historical development and current state of child welfare and juvenile justice policy.
5. Analyze child welfare and juvenile justice policy, programs, and practice issues.

C. Required Textbooks and Other Course Materials

Jenson, J.M. & Fraser, M.W., Eds. (2016). *Social policy for children and families*, 3rd ed. Los Angeles, CA: Sage.

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

1. Individual Quizzes (10) Take 10 online quizzes during the semester (before first day of the Unit to be discussed). See course schedule for exact quiz dates. Dates will also be posted in Blackboard. Each quiz will have 5 items and a value of 2 points each. Quizzes will be based on weekly text reading and class lecture/discussion. Quizzes are a very integral part of your class participation grade. **(Learning outcome responds to all coarse objectives)**. See grading rubric and instructions in blackboard.

2. Issue Debate Assignment: (Dyad) Assignment is worth 25 points. This is scheduled throughout the semester. Students will be required to choose a class session date on which to present. Sign-ups Dyad Group Assignments will be organized during the first session. Possible topics must be discussed with professor for approval. Topics can range from substitute care, adoption, early infant care, juvenile justice, divorce and child protection, disproportionality, engaging fathers, kinship care, child welfare system, funding, child welfare workforce, intersection between interpersonal violence and child welfare, etc. You will deliver this with a partner. You are expected to argue the two sides of the issue and then come to a reasoned conclusion as to where you stand on it. Present both sides as convincingly as you can, even if you don't agree with the particular side of the argument you are presenting (this can be challenging). Thus, you will discuss why the issue is important, and then take the form of "on the one hand," and "where I stand and why." Compare with other states, i.e. where they are on the issue. Provide references. A final section will present service program and policy implications of your position. 30 minutes maximum (15 min for one side and 15 min. for the other side). It is recommended that you use Power Point in your oral presentation. Try to build the best scholarly, research-based arguments for and against your policy choice. See grading rubric in Blackboard.

Suggested topics for debate:

1. Should relatives be eligible for the same compensation as non-related foster parents?
2. Should sexual offenders be allowed to plea bargain to avoid felony charges and imprisonment?
3. Should teen parents be required to live in a supervised setting?
4. Should parents' rights be terminated after three indicated incidents of child maltreatment?
5. Should all children born exposed to drugs/alcohol be placed in substitute care?

6. Should parental corporal punishment of children be considered abusive? 7. Is child maltreatment by substitute caregivers a major problem?

3. Advocacy Assignment- 45 points total (3 parts, 15 pts. each) This is an Individual Assignment

EPAS 2.1.5 (3/CAP & DP-F&C), 2.1.8 (4/CAP; 2/DP-F&C). Learning outcome 6.

Students will engage in an advocacy activity of their choosing, preferably one that relates to their paper topic. Activity options include (but are not limited to):

- submit a letter to a newspaper editor or contribute an op-ed article
- participate in or plan a march or public demonstration
- plan and execute a social media activity
- submit testimony to an elected body
- correspond or meet with an elected official or public administrator (perhaps SW Day at Legislature in Spring semester)
- coordinate a letter writing campaign
- hold or attend a town hall meeting
- hold a briefing conference
- create and distribute pamphlets
- create and disseminate a fact sheet to policy makers

This assignment has 3 components:

1). Policy statement (15 points):

This is a brief pamphlet explaining the problem, current policy, and what changes or new policies need to be implemented. It should be 1 page front and back. Use bullet points or text boxes to make it easy to read. You may also choose to include a photo or imagery.

In creating this, think of the people who will read this. Some will give it 5 seconds to glance at it, some will take 20-30 seconds, and some will spend a minute. Very few will spend more than this. What information do you want each of those groups of people to get in the amount of time they look at the document? Format it accordingly.

2). Write-up (15 points):

The paper should be a write up of the advocacy activity that you conducted. You may use the visual piece of the policy brief from above as a part of your advocacy. The paper should be in APA format, with references as needed. No minimum number of references is required. The paper should be at least 3 full pages.

3) Presentation (15 points):

You will present your advocacy to the class just as if the class were a policy making body. Address the policy makers accordingly and represent yourself as a professional social worker making a policy request. You will have up to 5 minutes.

4. Policy Analysis Paper (15-17 pages)- 100 points Group Assignment (Triad).

EPAS 2.1.5 (3/CAP), 2.1.8 (4/CAP). Student learning outcomes 4 & 5.

Select a policy specific to juvenile or child welfare policy for analysis. The 15-17 page policy analysis (body of paper) should be in 12 point, double-spaced font. The policy must have a federal or state statutory or judicial basis.

Specify the model of analysis to be utilized. Attach the policy analysis model only if it is not one that is

provided in course readings. Regardless of the model selected for the analysis, the policy analysis should include: background, problem, underpinning values, unintended consequences, alternatives and recommendations for the policy. Selected topics from the list below, or alternative policies of comparable scope must be submitted in writing six weeks before the paper's due date and require prior approval of the instructor. Prior to submitting the final paper draft, students will submit a draft to their peers for which they will receive feedback. Scholars will receive additional feedback on their analyses following an oral paper presentation.

A minimum 12 sources is required, *in addition* to the required readings, which you may use. Acceptable sources include social work or related fields' journals, scholarly periodicals, statutes, legislative histories and committee hearings/reports. Citations and reference list must be in APA format, and reference list and policy model are not included in the page limit.

EXAMPLES OF POLICIES SUITABLE FOR ANALYSIS IN THE FINAL PAPER

- Adoption Assistance and Child Welfare Act of 1980
- Adoption and Safe Families Act of 1997
- Hague Convention on Intercountry Adoption
- Child Abuse Prevention and Treatment Act of 1974 or as Amended, 1996
- Juvenile Justice and Delinquency Prevention Act of 1974
- The Chafee Foster Care Independence Act of 1999
- Indian Child Welfare Act of 1978
- Omnibus Budget Reconciliation Act of 1993 (Family Preservation and Support)
- Multi-Ethnic Placement Act of 1994
- The Promoting Safe and Stable Families Amendments of 2001
- Missing, Exploited, and Runaway Children Protection Act
- Child Support Enforcement and Incentive Act
- The Children's Health Insurance Program (CHIP)
- Individuals with Disabilities Education Act (IDEA)
- National School Lunch Program
- Foster Care Independence Act of 1999 and the Educational Training Voucher Provisions
- Keeping Children and Families Safe Act
- Adoption Opportunities Program (Title II of Child Abuse Prevention and Treatment Act).
- Protect Act (Amber Alert System)
- Fostering Connections to Success and Increasing Adoption Act (FCSIA) of 2008

For more policy topics refer to the textbook and readings

Assignment Instructions and Rubric

1. Your policy analysis should be organized around the following framework:

What is the nature of the issue being targeted by the policy?

How is the issue being defined? (issue definition)

How has the policy been dealt with in the past? (historical analysis)

What are the values implicit in the policy? What are the state goals of the policy? Are there any differences between stated and unstated goals? Is there consensus about the Appropriateness of the goals among different groups? (social analysis)

2. What are the likely effects of the policy on the economy as a whole? Is the short-term cost more than the long-term cost? (economic analysis)

3. Who are the major stakeholders, the policy's supporters? Opponents? Which stakeholders appear most powerful and why? How would you characterize the political process? involved in creating the policy? (political analysis)

4. If the policy has historic roots, what are the outcomes of the policy in relation to the stated goals? If the policy is a new one, how will the policy outcomes be evaluated? (policy or program evaluation)
5. Closing Summary.

Rubric: Policy Analysis Paper Due Date: 5/4		
ITEM	Points Possible	Points Earned
The Causes, Scope and Implications of the Problem. What are the causes of (or socioeconomic, psychological, political and cultural factors influencing) the problem. How serious is the problem? What are the characteristics of the population most affected by the problem? Illustrate the extent of the problem using statistics or case examples. (A brief description or the historical background of the problem/program/policy may be provided).	25	
Description and Analysis of Policies/ Programs. What are the current federal/state policies/programs that deal with this problem? What is their (political, social, and/or economic) rationale? Are they meeting the needs of the population group(s) most affected by the problem? That is how well do they work? Have they been implemented as planned? Are they cost-effective? What are anticipated versus unanticipated results? Strengths and weaknesses.	30	
Conclusion and Policy Recommendations. Based on your analysis and critique, state needed improvement in current policies and programs if you found them inadequate: What goals should be set to improve things? What policy strategies can achieve these goals? Who should take responsibility for improving things? What cost might be involved in your proposed strategy? Are they justified by the benefits to be realized? Are your recommendations implementable? What might go wrong with your solutions?	30	
References (12) (proper use of APA style): APA style. (Article and books listed should be those that are actually cited in the paper). Popular magazines, tabloids, and books that are not of academic nature must not be used as reference source. Newspaper articles maybe cited only when the subject is brand new and academic research bases reference materials are nonexistent. Sources from the Internet may be cited (with proper citation, of course) when they are of academic and research -base nature. You are strongly encouraged to use the U.S. government publications available on the Internet. In some cases, the most recent government publications are available only through the Internet. (See attached list of on-line resources.)	15	
Total	100	

Online Policy Sites For a list of links to many policy-related sites: www.newyorkwired.com/sspolicy.htm

Department of Health and Human Services: hhs.gov

Administration for Children and Families: acf.gov

Administration on Aging: aoa.gov Agency for Health Care Research and Quality: ahrq.gov

Centers for Disease Control: cdc.gov

Centers for Medicare and Medicaid Services: cms.hhs.gov

Food and Drug Administration: fda.gov

Health Resources and Services Administration: hrsa.gov

Indian Health Services: his.gov

Executive Office of the President: whitehouse.gov

Families USA: The Voice for Health Care Consumers (good resource for Medicaid Information): familiesusa.org
 Future of Children (good research on child welfare and health): futureofchildren.org
 Office of National Drug Control Policy: (1) whitehousedrugpolicy.gov/ (2) whitehousedrugpolicy.gov/policy/papers
 Legislation (Current bills): <http://thomas.loc.gov/>
 Legislation (previous laws): <http://thomas.loc.gov/home/bdquery.html>
 National Alliance for the Mentally Ill: nih.gov
 National Institutes of Health: nih.gov
 National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html
 National Institute on Alcohol Abuse and Alcoholism: niaaa.nih.gov
 National Institute of Mental Health: nimh.nih.gov/home.cfm
 President's New Freedom Commission on Mental Health: mentalhealthcommission.gov/
 Rand Drug Abuse Policy Research Center: rand.org/centers/dprc
 Robert Wood Johnson Substance Abuse Policy Research Center: phs.bgsm.edu/sshp/rwj/rwj.htm
 Substance Abuse and Mental Health Services Administration: samhsa.gov Center for Mental Health Services: mentalhealth.gov Center for Substance Abuse Prevention: samhsa.gov/csap
 Center for Substance Abuse Treatment: samhsa.gov/csat
 Knowledge Exchange Network: ken@mentalhealth.org
 Office of Managed Care: mentalhealth.org/cmhm/managedcare
 National Association of State Mental Health Program Directors: nashpd.org
 National Mental Health Association: nmha.org
 National Mental Health Information Center:
 The Center for Mental Health Services: mentalhealth.org/cmhs/ManagedCare/resource
 Texas Department of Mental Health and Mental Retardation: tmhmr.state.tx.us
 Texas Commission on Alcohol and Drug Abuse: tcada.state.tx.us
 Texas Health and Human Services Commission: hhsc.state.tx.us
 Texas Department of Health: tdh.state.tx.us

5. Participation: Participation is worth 15 points. Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments students will complete and perform at their highest levels and at a level commensurate with quality graduate study. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, group project work and learning from others that is involved in policy analysis and practice.

We will start every class period with a current policy check-in. Students should clip newspaper and/or magazine articles or summarize news coverage of topics relevant to the topic and/or readings for the day and social policy. The issues may have a domestic or foreign policy focus. Students should present at least one policy check in during the semester. This section is called "In the News."

In addition, throughout the semester several in-class discussions are scheduled. Students are expected to participate in a thoughtful conversation regarding the course readings. Specifically, discussions may involve any hot topic in child welfare (e.g., disproportionality, engaging fathers, kinship care, child welfare system funding, child welfare workforce, intersection between interpersonal violence and child welfare, etc.) All discussions will focus on appropriate and responsive policy development. Students are required to read and lead an in-class discussion on a topic that corresponds or is related to the day's reading.

6. Blackboard Online/Discussion Board Classes: Assignment is worth a total of 15 points. Each student will participate in assigned discussion boards relevant to weekly class material and reading assignments. There will be three Blackboard Online/Discussion Board Classes at 5 points each. Any missed Blackboard Online Class is considered a missed class reflecting attendance.

Blackboard Online Scheduled Class Dates:

2/9
3/9
4/6

F. Grading

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

All Assignments will be submitted through class Blackboard. NO assignments will be accepted by HARD COPY OR EMAIL.

General grading criteria for written work include: logical development of concepts, thoroughness, and clarity of written expression, application of content from the course 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. Any online test or quiz difficulty **MUST** be reported to Blackboard technology assistance and course instructor during the time of incident. A screen shot of incident should be submitted with your concern. **There is NO MAKE UP for any assignments or quizzes. LATE PAPERS ARE NOT ACCEPTED. Exceptions:** It is at the instructors discretion to determine if emergency or critical situations occur in extenuating circumstances.

The course project must be submitted using the APA (American Psychological Association) guidelines. It is recommended that students seek guidance and editorial assistance from the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA's English Writing Center. 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. Quizzes, assignments and projects are NOT accepted past due dates.

GRADING SCALE

Quizzes 10 @ 10 points each	100
Advocacy Assignment	45
Issue Debate Assignment	25
Policy Analysis Paper	100
Discussion Boards 3 @ 5 points each	15
Participation	15

TOTAL POSSIBLE POINTS = 300

POINT VALUES

Points	Grade
270 - 300	A
240 - 269	B
210 - 239	C
180 - 209	D
Less than 180	F

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>
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- Avoiding Plagiarism (UC-Davis) <http://sja.ucdavis.edu/files/plagiarism.pdf>
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) <http://www.indiana.edu/~wts/pamphlets.shtm>

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 Assignments will be provided.

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,

Regular attendance for entire class periods is expected. Students are expected to be on time and stay until the completion of each session. Leaving early or attending ½ session will result in one day absent. Attendance is taken via an attendance sheet at the beginning of each session. After TWO missed absence students will receive One Letter Grade Drop. Missed Blackboard/Discussion boards will count as one day absent each missed session. FOUR missed class session will result in Failing the course.

Electronics During Class: Students may use electronic devices such as laptops or tablets to take notes during lectures. However, if it is discovered that students are not using the device for taking notes or class related activity, the professor may ask the student to discontinue use of the device. **NO EXCEPTIONS:** Talking on Cell phones and Texting during class is unacceptable and will NOT be tolerated. Continued non compliance will decrease student class participation grade.

Personal Email Account: Instructor will NOT respond to any form of communication from a student personal email account per University guidelines. Only provided UTA student accounts will be responded to for means of electronic communication.

I. Course Schedule

Week/Date	Course Topics	Assignments & Discussions Due
Session 1 Week of 1/19	Course Syllabus, Goals, Objectives, Values	Discussion: Introductions & Course Syllabus
Session 2 Week of 1/26	A Risk and Resilience Framework for Child, Youth, and Family Policy Read chapter 1 of Jenson et al.	Quiz 1 Chapter discussion
Session 3 Week of 2/2	Antipoverty Policies and Programs for Children and Families Read chapter 2 of Jenson et al.	Quiz 2 Chapter lecture/discussion Group intervention
Session 4 Week of 2/9	Antipoverty Policies and Programs for Children and Families continue chapter 2 of Jenson et al.	Online Blackboard Class
Session 5 Week of 2/16	Child Welfare Policies and Programs Read chapter 3 of Jenson et al.	Quiz 3 Chapter lecture/discussion Group intervention
Session 6 Week of 2/23	Education Policy for Children, Youth and Families Read chapter 4 of Jenson et al.	Quiz 4
Session 7 Week of 3/2	Child Mental Health Policy: Promise Without Fulfillment Read chapter 5 of Jenson et al.	Quiz 5 Chapter lecture/discussion Group intervention
Session 8 Week of 3/9	Child Mental Health Policy: Promise Without Fulfillment continue chapter 5 of Jenson et al.	Online Blackboard Class
3/13 - 3/17	SPRING BREAK	No Class
Session 9 Week of 3/23	Health Policy for Children and Youth Read chapter 6 of Jenson et al.	Quiz 6 Chapter lecture/discussion Group intervention

Week/Date	Course Topics	Assignments & Discussions Due
Session 10 Week of 3/30	Policies and Program for Children and Youth With Disabilities Read chapter 7 of Jenson et al.	Quiz 7 Chapter lecture/discussion Group intervention
Session 11 Week of 4/6	Policies and Program for Children and Youth With Disabilities continue chapter 7 of Jenson et al.	Online Blackboard Class
Session 12 Week of 4/13	Policies and Programs for Adolescent Substance Abuse Read chapter 8, of Jenson et al.	Quiz 8 Chapter lecture/discussion Group intervention
Session 13 Week of 4/20	Juvenile Justice Policies and Programs Read chapter 9, of Jenson et al.	Quiz 9 Chapter lecture/discussion Group intervention
Session 14 Week of 4/27	Toward the Integration of Child, Youth and Family Policy: Applying Principles of Risk, Resilience, and Ecological Theory Read chapter 10, of Jenson et al.	Quiz 10 Chapter lecture/discussion Group intervention
Session 15 Week of 5/4	Course Wrap-up	Class Presentations

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.