



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 3303-006/007

Instructor Name: Bonita Sharma, MSSW, PhD

Faculty Position: Adjunct

Faculty Profile: N/A

Office Number: N/A

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Email Address: bonita.sharma@uta.edu

Office Hours: N/A

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/>

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

McNutt, J. G. & Hoefler, R. (2016). Social welfare policy: Responding to a changing world. Lyceum Books, Inc.

Seccomb, K. (2006). So you think I drive a Cadillac? Boston, MA: Allyn & Bacon.

Ehrenreich, B. (2001). Nickel and Dimed. Metropolitan Books Paperback.

Axinn, J., & Stern, M. (2008). Social welfare: A history of the American response to need (7th ed.). Boston, MA: Allyn & Bacon.

DiNitto, D.M. (2011). Social Welfare: Politics and Public Policy (7th Ed.). Boston: Allyn & Bacon.

Hays, J.R. McPherson, R., & Hansen, V. (2006). Texas Law for the Social Worker: A Source Book. Austin and Houston TX, NASW Texas Chapter, Austin, TX and Bayou Publishing, Houston TX.

Howard, C. (2007). The welfare state nobody knows. Princeton, NJ: Princeton University Press.

Karger, H. J., Midgley, J., Kindle, P. A., & Brown C.B. (2007). Controversial issues in social work, (3rd ed.) Boston: Allyn & Bacon.

Trattner, Walter, I. (1999). From poor law to welfare state: A history of social welfare in America. 6th Edition. New York: Free Press.

Zepezauer, M., (2004). Take the rich off welfare. Cambridge, MA., South End Press.

Recommended Media:

The News Hour with Jim Lehrer (Mon-Fri, on Public TV). In the local area there are at least 3 showings of the News Hour per evening (6pm; 9pm; and again around midnight). Check your local listings. The News Hour is online at www.pbs.org/newshour

Local Newspapers (Dallas Morning News/Fort Worth Star Telegram)

“All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1) or KKXT-FM (91.7)

Evening Network News - State and National (WFAA, CBS 11, NBC, ABC)

Other national and international media portals.

E. Descriptions of Major Assignments and Examinations

1. Discussions

Class Participation through Discussions: This segment constitutes 10% of your grade and each discussion is graded to 5 points. There are a total of 5 discussions for the semester.

All discussions are due by the end of the day (11:59 PM) on Sunday as set by Blackboard.

You are required to post a page on a topic of your choice from the week’s readings and respond to someone else’s discussion to obtain the full 5 points. All discussion points will be added at the end of the semester and will be weighted to 10% of your total grade. Quality of the discussion will be taken into consideration in awarding points for this assignment.

2. Exams

Mid-term and Final Exams: There are two exams, a mid-term and final exam, this semester and each will constitute 15% of your grade. These consist of 50 multiple choice or true/false questions from the chapter readings. The time allocated for completion is 120 minutes. The exam must be a priority in your schedule from the beginning of the semester. No accommodations will be made for change of time. The student is responsible to take the exam from a reliable computer and a server connection. No exam will be reset by the instructor in the case of service disruption. It's recommended that you find a secure server such as a library to sit and finish the exam.

Exams will be made available from one week prior to the exam due date to up until 11:59 PM on the due date. Just a suggestion: You may want to start the exam well before 11:59 PM on the due date to complete them on time. The correct answers will be opened up to view after you have completed the exam.

It is not advisable for you to skim through the chapters and adequately answer the questions; the exam requires investment of time prior to exam sit to adequately respond to the questions.

3. Papers

Submit paper assignments through Safe Assign in Blackboard (** when you submit through safe assign, you should have NO MORE than 14% plagiarism and this 14% should account for references and only few direct quotes for all of your assignments).

Policy Analysis Paper: This segment constitutes 40% of your final grade (see grading section).

A thorough and meticulous quality work is expected. The purpose of the policy analysis project is to provide you with the opportunity to learn more about the legislative process. You will select from any topic covered in the course text or specific areas of interest such as 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).

This project is designed to develop your skills in policy analysis, writing, application and critical thinking skills that are essential to the profession of social work. Select a social welfare policy bill on any topic that has been introduced in the Texas legislature, the U.S. Congress or in a parliament of a particular country. Students should identify legislators, organizations, groups, and committees that have worked on or are currently working on the policy issue of interest. Students should investigate the legislative history of the issue, become familiar with the bill and related proposals to introduce new legislation or modify existing legislation, seek the opinions of those with various views on the issue, and determine which groups and individuals (such as legislators, professional groups, citizen advocacy groups) are supportive of, opposed to, or neutral on the issue and why.

Your references should include federal or state laws and budgets; congressional record; federal or state statistics; government white papers; government pamphlets; academic journal articles; books; newspaper articles; web site references. The paper should be 12-15 pages in length and include a minimum of 10 peer reviewed references.

Select a model of Social Policy analysis (you may chose the model presented in your textbook Karger & Stoesz, Chapter 2). Apply the model to a Social Policy in your area of interest, experience or expertise, or to an area in which you want to gain more knowledge. Evaluate the policy according to the guidelines in the model selected. Library research is essential for this assignment, and you should start this assignment early in the semester. Be sure to check out the notes on 'how to do a social policy analysis in the module for Chapter 2 content.

UTA Librarians, Mr. John Dillard (electronic library school of social work), and Mr. Tom Lindsey based at the main library are available for consultation on resources. Mr. Lindsey is an expert on congressional materials. Mr. Dillard has a very helpful website at this link with a policy analysis section: <http://libraries.uta.edu/dillard/>

A grading rubric is presented below for your guidance. This will be discussed in detail as questions arise throughout the semester. For this assignment, you are encouraged to engage in collaborative learning with classmates, share resources and discuss your work with each other as this more closely replicates the working situation in social work agencies. Check for more on the policy analysis paper in the Rubric and Guidelines section of Blackboard.

Advocacy Assignment: This assignment constitutes 20% towards your final grade (see grading section). Submit your advocacy work through safe assign.

You have couple of options for this assignment to choose from.

EITHER a) A letter to a representative or senator (State or Congressional). The letter should clearly identify the policy or piece of legislation, should demonstrate a carefully thought out and well framed and supported position giving data and other reasons why you think the representative should support your request. For full points, you must also show a response from the representative's or senator's office, since part of this assignment is learning how to access your representatives.

OR b) Attend a City Council Meeting. Write a report on your observations. Guidelines for this assignment are available in Blackboard under 'Assignments'

Look for Rubric Guidelines in the Blackboard.

You will be able to earn up to 10 points for class participation. This grade will be assessed in two ways. The first is class attendance. 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.

F. Grading

The grade for work in this course is determined by the percent accrued in the four designated assignment areas, as outlined above. The semester grade is calculated as follows

A = 90-100 %

B = 80-89.9 %

C = 70-79.9 %

D = 60-69.9 %

Fail = less than 60%

SUMMARY OF ASSIGNMENTS

1. Discussions:

Class Participation through 5 Discussions: Addresses student learning outcomes (10 % of course grade)

2. Exams:

Mid-term Exam: Addresses student learning outcomes 2, 3, 5, 7. (15 % of course grade)

Final Exam: Addresses student learning outcomes 2, 3, 5, 7. (15 % of course grade)

3. Papers:

Policy Analysis Paper: Addresses student learning outcomes 1, 3, 4, 6, 7, 9. (40% of course grade)

Advocacy Assignment: Addresses student learning outcomes 2, 5, 8. (20 % of course grade)

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

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

There are no make-up exams or assignments allowed in this class except under special conditions after consulting with the instructor.

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,

Because this course is over the internet, attendance will be assessed through assignment participation.

I. Course Schedule

Session	Week Beginning	TOPIC	READINGS *Check for additional readings in weekly session folders in Blackboard.	ASSIGNMENT ***Post discussions earlier in the week for peer critique.
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1	01/17	Course Overview and Introductions	<p>Introduce yourself to the class and provide information about your interest area of policy. The title of the post should reflect your topic of interest.</p> <p>Bonus 1: Complete a tutorial by visiting the following website http://www.uta.edu/library/help/tutorials.php</p> <p>Complete tutorial on Acknowledging sources (Plagiarism). Please copy/paste the completion page on word document and post it in Blackboard. *This site offer many other helpful tutorials to assist you for your policy paper writing this semester.</p>	<p>Introduce yourself to the class</p> <p>Bonus 1: Complete Assigned Tutorial. Due by: 01/22 by 11:59 PM</p> <p>Find the Green Book on line and add it to your favorites on your tool bar</p>
2	01/23	What is Social Policy?	<p>Karger & Stoesz, Chapter 01: "Social Policy and the American Welfare State."</p> <p>Introduction to Social Policy: Controversies, Definitions and Values Document and be ready to discuss it.</p> <p>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 ones that closely identify with you. Can you relate your beliefs to different social positions we discuss this week? Please reflect in your discussions.</p>	<p>Discussion1: Due by: 01/29 Due by 11:59PM</p>
3	01/30	Social welfare policy research	<p>Karger & Stoesz, Chapter 02: Social Welfare Policy Research: A Framework for Policy Analysis</p> <p>In Blackboard:</p> <p>Walt, et al., (2008). 'Doing' health policy analysis: methodological and conceptual reflections and challenges.</p>	
4	02/06	Religion and social welfare policy	<p>Karger & Stoesz, Chapter 03: "Religion and Social Welfare Policy."</p> <p>In Blackboard:</p> <p>Bauman, Z. (2000). Liquid Modernity Discussion 2 Due:06/26 by 11:59 PM</p>	<p>Discussion 2 Due:02/12 by 11:59 PM</p>

5	02/13	The voluntary sector	<p>Karger & Stoesz, Chapter 06: "The Voluntary and For-Profit Sectors".</p> <p>In Blackboard:</p> <p>Ranney, et. al. (1997). Citizens, local government and the development of Chicago's near South Side, Discussion Paper No. 90.</p>	
6	02/20	Privatization; human service corporations	<p>Karger & Stoesz, Chapter 07: "Privatization and Human Service Corporations."</p> <p>In Blackboard:</p> <p>Utting, P. (2007). CSR and Equality</p>	Discussion 3 Due: 02/26 by 11:59PM
7	02/27	The making of governmental policy; advocacy	<p>Karger & Stoesz, Chapter 08: "The Making of Governmental Policy."</p> <p>In Blackboard:</p> <p>Robert, J.J. (2000). African Decentralization, local actors, powers and accountability, UNRISD program on democracy and government and human rights, paper #8.</p>	Advocacy Paper Due by 03/05 by 11:59 PM
8	03/06	International perspectives	<p>Karger & Stoesz Chapter 18: "The American Welfare State in International Perspective."</p> <p>In Blackboard:</p> <p>Olowu, D. (2001). Decentralization of Africa. Democracy, governance and human rights program paper number 4.</p>	
9	03/13	Spring Break		
10	03/20			Mid-term Exam Covers Chapters from Sessions 2 to 8
11	03/27	Discrimination and Poverty	<p>Karger & Stoesz, Chapter 04: "Discrimination in American Society".</p> <p>Karger & Stoesz, Chapter 05 "Poverty in America."</p> <p>In Blackboard:</p> <p>Gordon, et al. (1997). Multidimensional measures of child poverty.</p> <p>Meyer & Sullivan (2012). Identifying the disadvantaged: Official poverty, consumption poverty and the new supplemental poverty measure. Journal of Economic Perspective, 26 (3), 111-36.</p>	

12	04/03	Mental Health Policies	<p>Karger & Stoesz, Chapter 13: "Mental Health and Substance Abuse Policy."</p> <p>In Blackboard:</p> <p>McLellan, T. & Woodworth, A. M. (2014). The affordable care act and treatment for "Substance Use Disorders:" Implication of ending segregated behavioral healthcare</p>	<p>Discussion 4 Due: 04/09 by 11:59 PM</p>
13	04/10	Social Insurance Programs	<p>Karger & Stoesz, Chapter 10: "Social Insurance Programs."</p> <p>In Blackboard:</p> <p>a. New Deal b. Axinn & Stern c. Watch Harry Hopkins and the Works Progress Administration: https://www.youtube.com/watch?v=YfCJQBnPgNM</p>	<p>Policy Analysis Paper Due: 04/16 by 11:59 PM</p>
14	04/17	The Politics of Food Policy	<p>Karger & Stoesz, Chapter 17: "The Politics of Food Policy and Rural Life".</p> <p>In Blackboard:</p> <p>Thorbecke & Charumilind (2000). Economic Inequality and its socioeconomic impact. World Development, 30 (9), 1417-1499</p>	
15	04/24	<p>Topic 1: Criminal Justice</p> <p>Topic 2: Child Welfare Policy</p>	<p>a. Karger & Stoesz, Chapter 14: "Criminal Justice".</p> <p>b. Karger & Stoesz, Chapter 15: "Child Welfare Policy."</p> <p>In Blackboard:</p> <p>Beaver et al., (2013). No evidence of racial discrimination in criminal justice processing: Results from the National Longitudinal Study of Adolescent Health, Personality and Individual differences 55(2013), 29-34</p>	<p>Discussion 5 Due: 04/30 by 11:59 PM</p>
16	05/01			
17	05/08	Final Exam Due by 11:59 PM	Due no later than: 05/08 by 11:59 PM	Final Exam Covers Chapters from Sessions 10 to 15

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. 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/>).

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.