A. Description of Course Content

The theory and practice of social change at the community level, including a sociological analysis of bureaucracies as collectivities of power, and of the community as a social phenomenon. Three models of community organization–community development, social action, and social planning--will be emphasized including methods of resource delivery and redistribution. Prerequisite: SOCW 2311, SOCW 2313. BSW majors only.

B. 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

N/A

E. Descriptions of Major Assignments and Examinations

MAJOR ASSIGNMENTS:

CLASS INTRODUCTION (worth 5% of final course average):

Meets Core Competencies: 2.1.1, 2.1.3, 2.1.4

Students will introduce themselves to the class using Video. Students may use a phone to video and upload to YouTube, then post the link in the area on BB. See specific instructions on BB in Module I Course Materials.

COMMUNITY ASSESSMENT COMMITMENT FORM: (worth 5% of final course average)

*Meets Core Competency 2.1.1* Students will be asked to commit to completing the activities and community assessment written assignment as an individual or in a group of no more than 2-3. See BB menu in the area “Community Assessment Commitment Form”. The Commitment Form is due by the beginning of Week 3.

NOTE: Students working in groups are required to have a group leader, a group online “meeting” location in the “Groups” area on BB that is accessible to the instructor, and agree to participate in ALL Required
Activities. There are 7 weekly Activities as well as a Community Assessment Written Assignment. Groups will be expected to complete these activities and the assignment together. Students will complete quizzes & discussion boards independently. (See BB where you may sign up with your group). See BB for group sign up instructions.

**QUIZZES:** (worth 10% of final average) Meets EPAS learning outcomes 1-6. There will be 10 quizzes. Students may use all course materials and the course text to complete the quiz. Students have 2 opportunities to complete quizzes.

**CLASS DISCUSSION BOARDS** Discussion Boards are completed independently and receive individual grades, unless indicated by the specific assignment. There may be times where those who have chosen to complete the course assignments as a group are asked to participate in discussion boards as a group. This is indicated on the assignment. (worth 5% of Total Average) Meets EPAS learning outcomes 1, 3-6.

Students complete 3 Required Class Discussion Boards throughout the semester to provide students the opportunity to learn with a variety of individuals in the course. These discussions provide important application exercises related to the content of the class. The topics of these activities are indicated in the Course Outline. Each discussion will have a value of 10 points. To receive full credit students MUST use the Rubric provided and respond in a professional manner referring to course materials and course text where relevant.

Students must have a minimum of 3 posts (1 initial response and 2 responses to others) on the Discussion Board (DB) to receive the full 10 points. Please see the Rubric below re: expectations for DB participation. The first student response to the question or discussion topic is due by 11:59pm on Friday of each week. The student must respond to the posts of at least two others by the following Monday at 11:59pm. Students should refer often to text and course materials in discussions. **Discussion Boards will close at the end of each week and will not be reopened. Timely discussion is encouraged.**

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**Rubric for Discussion Board Participation:**
This rubric provides a guide for students regarding Discussion Board expectations. Because there are only 5 Discussion Boards, and this is an upper level course, students are expected to refer to the course text, outside sources and course materials where relevant. Discussion Boards are expected to be a thorough examination of the materials presented and thorough responses to others.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0-5 Points</th>
<th>Acceptable 5-6</th>
<th>Good 7-8</th>
<th>Excellent 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Student did not complete any Discussion Board posts this week.</td>
<td>Student posted initial post before Friday.</td>
<td>Student Posted Initial Post &amp; responded to one other.</td>
<td>Student posted initial post and responded to 2 others by the weekly deadline.</td>
</tr>
<tr>
<td><strong>Content Contribution</strong></td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Student provides only one or two sentences in initial post that are not in depth but more superficial in nature.</td>
<td>Student posts interactive responses to only one other student, but they and/or are not in depth just one or two phrases.</td>
<td>Student posts initial post and responds to 2 or more others. Posts factually correct, reflective and substantive contribution; includes at least 5-8 sentences for an in depth response to others and the initial post advances discussion. Comments relate directly to Social Work and this week’s subject.</td>
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<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>References &amp; Support</strong></td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates minimal references from literature and personal experience.</td>
<td>Thoroughly uses references to literature, readings, and personal experience to support comments.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>

**REQUIRED ACTIVITIES:** (7 activities worth 25% of total course average)

These required activities allow students to actively participate in the Community Assessment Assignment. Each activity is designed to assist students in developing the Community Assessment. See details re: each activity in BB Course Materials. Also, see course schedule.

**Activity I** Exploring the Community Assessment Topic:
Meets Core Competencies 2.1.3, 2.1.4, 2.2.10

**Activity II** Windshield Survey:
Meets Core Competencies 2.1.1, 2.1.3, 2.1.7, 2.1.9, 2.1.10 (b)

**Activity III** Asset Mapping:
Meets Core Competencies 2.1.2, 2.1.3, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (c)

**Activity IV** Identifying Major Findings:
Meets Core Competencies 2.1.1, 2.1.2, 2.1.3, 2.1.6, 2.1.8, 2.1.10(a)(d)

**Activity V** Assess a Social Service Organization:
Meets Core Competencies 2.1.2, 2.1.3, 2.1.8, 2.1.9, 2.1.10 (a), (b), (c), (d)

**Activity VI/Discussion Board** Topic Video Post:
Meets Core Competencies 2.1.3, 2.1.9, 2.1.10 (b)

**Activity VII** Advocacy:
COMMUNITY ASSESSMENT WRITTEN ASSIGNMENT: (Worth 50% of the Total Average)

SPECIFIC INSTRUCTIONS CAN BE FOUND ON BB MENU

Meets learning outcomes 1, 3-6 Core Competencies: 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10 (b) (c)

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. In addition to the course materials, readings, lectures, quizzes, and discussion boards, the Required Activities are designed to guide the student through various components of topic exploration.

Before beginning the assignment, students must have completed the Community Assessment Commitment form to state if they are completing this assignment as an individual or in groups of no more than 2-3.

Students will begin by choosing a topic from the following list: Domestic Violence, Child Abuse, Aging, Homelessness, Poverty, Mental Health, Health

Students will then choose an area/location from the following list. This is where the students will focus when completing the Community Assessment Written Assignment. Dallas, Fort Worth, Arlington, Tarrant County, Dallas County, Any smaller areas such as "Stop 6", or "South Dallas", a small town, a city of your choice. It's best to designate your location prior to beginning the assessment.

You will be conducting an ASSESSMENT of an area in relation to the topic you choose. For example, you might study Domestic Violence in Tarrant County.

The information researched on the topic will be analyzed and organized into 12-16-page paper posted on SafeAssign. APA is required using a 12-point font & double spacing. The Cover page and the Reference page do not count in the total number of required pages.

For additional assignment details, students should refer to the BB menu under “Guidelines and Rubrics Community Assessment paper”.

EXTRA CREDIT: The instructor reserves the right to provide extra credit throughout the course. Students must complete all of the course assignments to receive extra credit.

F. 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,
Each week begins on a Tuesday and ends on a Monday. Students are expected to complete assignments each week by 11:59pm on Mondays. **Discussion Boards are due Fridays (1st post) & Mondays (responses to others). Discussion Boards & Required Activities will close at the end of each week on Monday 11:59pm.**

Students are expected to complete those discussions during the assigned week. Students are expected to complete All of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.

**G. Grading**

General grading criteria for written work includes: logical development of concepts, thoroughness, and clarity of written expression, application of course content and independent research. Students are advised to maintain back up copies of all assignments kept on computer disks, hard drives, or networks.

In most cases, expect the professor to grade the assignments within 3 weeks of the due date. 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 phone. You may schedule a time to meet in person if needed. Please also, ONLY use uta.edu email. The professor cannot respond to any outside email addresses.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE OF FINAL AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Introduction</td>
<td>5%</td>
</tr>
<tr>
<td>Community Assessment Commitment Form</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>5%</td>
</tr>
<tr>
<td>Required Activities</td>
<td>25%</td>
</tr>
<tr>
<td>Community Assessment Written Assignment</td>
<td>50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The following assignments are completed as individuals & graded as individuals:
Class Introduction
Community Assessment Commitment Form Quizzes
Discussion Boards (unless it is specifically indicates otherwise)
Required Activities (unless the student has completed a Commitment form requesting to work in a group)
Community Assessment Written Assignment (unless the student has completed a Commitment Form requesting to work in a group)

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.

**H. Make-Up Exams**
1. Exams: There is no mid term or final. There are quizzes. There are no Make up exams. Each quiz or exam offers two opportunities to take the quiz/exam.

2. All Discussion Boards & Activities are due weekly as indicated on Discussion Boards must be completed within the week assigned. Required Activities may be given more time, please see due date indicated on BB. Discussion Boards and activities will not be reopened at a later date, unless otherwise indicated.

3. Papers and presentations are not accepted after 7 days of being Late papers result in a deduction of 2 points per day. Papers MUST be submitted by SafeAssign. Emailed assignments will not be accepted.

4. There are no incompletes given as a grade for the Only under very special circumstances will any incomplete be considered.

5. STUDENTS MUST COMPLETE ALL ASSIGNMENTS TO INSURE A PASSING GRADE FOR THE Note: Grades will be posted to the campus MyMav system at course completion and made available according to the University Schedule for posting grades. Grades cannot be given by email or individually by the instructor per University Policy.

I. Course Schedule

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC/Competencies</th>
<th>Required Reading</th>
<th>Activities/Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29-9/4</td>
<td>Chapter 1 <em>Introduction to Macro Practice</em></td>
<td>Students begin in the “START HERE” area of BB. View Course Guide Video Review the Syllabus in detail Review the Major Assignments, pay special attention to the COMMUNITY ASSESSMENT. Students should decide if they will work in groups or alone on ALL activities and assignments. · Read Chapter 1 · Quiz 1 over Chapter 1 · INTRODUCE YOURSELF: Video Introductions</td>
</tr>
<tr>
<td>2</td>
<td>9/5-9/11</td>
<td>Chapter 3 <em>Micro Skills with Organizations &amp; Communities</em></td>
<td>· Read Chapter 3 · Quiz 2 over Chapter 3 · Choose a Community Assessment Topic &amp; Location (see list provided on Syllabus) · Complete Community Assessment commitment form due by Monday of week 3. · ACTIVITY I: Exploring the Community Assessment Topic</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Chapter(s)</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>--------------------------------------------</td>
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</tbody>
</table>
| 3    | 9/12-9/18   | Understanding Neighborhoods & Communities  | Chapter 8   | • ACTIVITY II: Exploring the Community Windshield Survey, **See BB for Details.**
  |             |                                             |             | - Read Pages 333-335
  |             |                                             |             | - EXTRA CREDIT: Students may do one of the following: Attend a neighborhood meeting, attend a city council meeting, or locate a city council meeting online (some are air played or recorded).
  |             |                                             |             | - Complete Reflection Assignment in BB.
  |             |                                             |             | - Complete Quiz 3 Chapter 8                                                |
| 4    | 9/19-9/25   | Macro Practice And Communities              | Chapter 9   | • ACTIVITY III: Asset Mapping See details on BB & read page 356 -357
  |             |                                             |             | - Complete Quiz 4 Chapter 9                                                |
| 5    | 9/26-10/2   | Work on Activity IV & Work on Community Assessment | No Reading This Week Information for the activity can be found in Chapter 8. | • ACTIVITY IV: Identifying Major Findings Students have until Module 8 to complete this activity, as it may take additional research of the topic & time. Complete the Worksheet Provided on BB & Complete a Key Findings Grid for your chosen population target(page 334-336) See BB for details. |
| 6    | 10/3-10/9   | Understanding Organizations                 | Chapter 5   | • ACTIVITY V: Using your chosen topic: Complete **Assessing a Human Service Organization.** See BB.
  |             |                                             |             | - Complete Quiz 5 Chapter 5                                                |
| 7    | 10/10-10/16 | Using Supervision & Developing& Managing Agency Resources | Chapter 13 & 14 | • Quiz 6 Chapter 13 & 14
<p>|             |                                             |             | - Work on the Community Assessment Written Assignment.                     |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Chapter</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| 8    | 10/17-10/23 | Decision Making for Organizational Change | Chapter 6     | - No Quiz This Week  
- **ACTIVITY VI**: Using your chosen topic for the Community assessment, locate one PSA VIDEO (Public Service Announcement) regarding the topic. Post the PSA to:  
  - **Discussion Board 1 & 2**: Organizational Change  
  - Work on the Community Assessment  
  - **Reminder**: Activity IV Identifying Major Findings from Module 5 is due. |
| 9    | 10/24-10/30 | Change & Implementing Organizational Change | Chapter 7     | - Quiz 7 over Chapters 6 & 7  
- **DISCUSSION BOARD 2**: Organizational Change  
  - Work on the Community Assessment Written Assignment. |
| 10   | 10/31-11/6  | Advocacy                                 | Chapter 11    | - **ACTIVITY VII**: Using your target population, develop a method of advocacy or intervention for the population. Think about what you discovered about the population, the issue, and the community. Were there gaps in services? What will you do to solve the issue? See BB  
  - Work on Community Assessment |
| 11   | 11/7-11/13  | Group Skills For Org. Change             | Chapter 4: Group Skills for Org. Change | - Quiz 8 over Chapter 4  
- Work on Community Assessment |
| 12   | 11/14-11/20 | Evaluating Macro Practice                | Chapter 10    | - Quiz 9 over Chapter 10  
- Work on Community Assessment |
| 13   | 11/21-11/27 | Ethics Stress Management                 | Chapter 12: Ethics Chapter 2 | - Quiz 10 over Chapter 12  
- No Quiz on Chapter 2  
- **Discussion Board 3**: Stress Management & Time Management |
|      |            | **Thanksgiving Holiday**                 |               |                                                                             |
|      |            | **11/23-11/24**                          |               |                                                                             |
There is No Final Exam

Community Assessment Paper is due December 5th by 11:59pm (NO LATE PAPERS ACCEPTED)
- Complete Course Survey

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php
The following is a list, with links, of commonly used library resources:
Library Home Page....................... http://www.uta.edu/library
Subject Guides............................. http://libguides.uta.edu
Subject Librarians........................ http://www.uta.edu/library/help/subject-librarians.php
Course Reserves........................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus............. http://libguides.uta.edu/offcampus
Ask a Librarian............................ http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability 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
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.