



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Fall 2018

**Course Title:** Social Welfare Policy and Services

**Course Prefix/Number/Section:** SOCW 3303-015

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

**Faculty Position:** Adjunct

**Faculty Profile:** [www.uta.edu/profiles/antwan+-williams](http://www.uta.edu/profiles/antwan+-williams)

**Office Number:** Social Work Complex, Bldg B - 119

**Phone Number:** 817-272-6708

**Email Address:** [antwan.williams@uta.edu](mailto:antwan.williams@uta.edu)

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

**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>

**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 .  
--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**

John G. McNutt and Richard Hoefer, *Social Welfare Policy—Responding to a Changing World* (Lyceum: Chicago, 2016)

U.S. House Ways and Means Committee 2014 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/2014-green-book>

Philip Popple and Leslie Leighninger, *Social Work, Social Welfare, and American Society*, 8<sup>th</sup> ed. (2011). Assigned chapters will be posted on Blackboard.

### **D. Additional Recommended Textbooks and Other Course Materials**

N/A

## E. Descriptions of Major Assignments and Examinations

Item	Date	Weight
10 Discussion Board Postings and Assignments/Participation/Engagement	Weekly from Aug. 26 - Nov. 4- See Course Schedule Below and in Blackboard	20%
3 Quizzes	Due by Midnight on Tuesday Oct. 2, Oct. 23 and Nov. 27	27%
2 Group Projects and Peer Evaluation	Due by Midnight on Tuesday Sept. 18 and Oct. 16	10%
Abstract for Policy Analysis Paper	Due by Midnight on Tuesday, Sept. 25	5%
Introduction Section and Bibliography/References Section for Policy Analysis Paper	Due by Midnight on Tuesday, Oct. 9	5%
Full Draft Policy Analysis Paper - All sections complete	Due by Midnight on Tuesday, Oct. 30	15%
Final Policy Analysis Paper - All sections revised and complete	Due by Midnight on Sunday, Nov. 18	18%
<b>Total</b>		<b>100%</b>

### I. Weekly Discussion Board Postings and/or Assignments: 20%

You will be required to post to the class discussion board weekly and respond to at least two other classmates. The discussion board posting will be questions from the week's reading assignment and may contain other homework assignment requirements. There will be 11 discussion board assignments and they will take place weekly from Aug. 26 to Nov. 6. The discussion board postings and assignments will be due on Sundays by Midnight. Students must then substantively respond to at least two other students' postings by Midnight the following Tuesday. For example, Discussion Board Posting Assignment 1 is due by Midnight on Sunday, Aug. 26 and then you respond to at least two other students' posting by Midnight on Tuesday, Aug. 28 to receive full credit for the assignment. I set it up this way, so students are not waiting up late on Sunday nights to respond to other students' postings. In addition, it gives you extra time to craft your responses. All written postings must be grammatically correct with complete sentences and follow APA style. This includes properly citing and posting sources. Discussion board postings are not text messages or social media postings. They are academic assignments and should reflect quality scholarly senior college level writing. I will drop the lowest grade out the 11 for your final discussion board posting grade.

### II. Three Quizzes: 27%

There will be three quizzes based on the required readings, lecture slides and class discussions. Each quiz will contain multiple/choice, true/false and essay questions. The responses to the essay questions must be grammatically correct with complete sentences and follow APA style. The three quizzes will be due by Midnight on Tuesday, Oct. 2, Oct. 23 and Nov. 27.

### III. Two Group Projects: 10%

Students will be divided into groups of approximately four and will be required to complete two group projects during the course. The requirements for the group projects will not require students to meet face-to-face. You should be able to complete the bulk of the group work online in Blackboard in the Groups section. Each student in the group is expected to equally participate in the planning, preparing and final submission of the two group assignments. Each student will complete a peer evaluation and rate each group member's participation level in the project (including your own). You are not to share your evaluation with any class

member. When you upload/complete your peer evaluation in Blackboard, I will keep it confidential. The peer evaluation will be due by Midnight on Tuesday, Oct. 23. All members in a group will initially receive the same grade, but I may deduct or add points from a student's individual group grade based on the peer evaluations (the instructor's discretion). For example, the group receives a 95 on the group project. However, Student A consistently received low peer evaluations for not participating, engaging or doing her fair share. If so, I may lower Student A's grade to an 85 or less on the group project. Depending on class size or other extenuating circumstances, the instructor reserves the right to make the group project an individual assignment. Group Project 1 will be due by Midnight on Tuesday, Sept. 18 (Legislative Analysis) and Group Project Two will be due by Midnight on Tuesday, Oct. 16 (Social Media Advocacy). Instructions will be posted in Blackboard.

#### **IV. Policy Analysis Paper: 43%**

The policy analysis paper is worth a total of 43% of your final grade and it has four separate grades associated with it. You must upload a one-page Abstract of your policy analysis paper by Midnight on Tuesday, Oct. 25 (worth 5% of your final class grade). You must upload your Introduction section and Bibliography/Reference List section along with your revised Abstract by Midnight on Tuesday, Oct. 9 (worth 5% of your final class grade). You must upload your full draft policy analysis paper with a revised Abstract, Introduction section and Bibliography/Reference List by Midnight on Tuesday, Oct. 30 (worth 15% of your final class grade). When you upload your abstract and other policy analysis draft assignments, I will review them for content, structure, and major grammar and citing issues. The draft paper must be a fully developed paper based on the rubric grading guide (no missing required sections). The final policy analysis paper is due by Midnight on Sunday, Nov. 18 (worth 18% of your final grade). You will upload and submit these assignments in Blackboard using SafeAssign.

For your policy analysis paper you will select one of the following topics and then narrow it to a specific issue to analyze in the paper: 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; Older Americans Act.

If you're passionate about another topic, please consult with me for a determination on whether you can pursue it.

#### **Policy Analysis Model.**

For your policy analysis paper please use the model below, developed by our colleague Dr. Tom Watts. In addition, the instructor will provide you a detailed grading rubric guide.

1. Introduction
2. Description of the Problem that Necessitated the Policy (Use current statistics - how many people affected by the problem; demographic characteristics; is number changing; etc.?)
3. Historical Background of the Policy
4. Description of the Policy (Once again, use current statistics. Budget; is budget changing; etc.?)
5. What are the Policy Goals?
6. Major Issues/Problems with the policy
7. Proposals/possibility for reform of the policy. Who is advocating for reform of the policy; how are they doing so; chance of success?
8. Conclusion

9. References – Your references should include, at a minimum, two books, three peer-reviewed journal articles, two federal government web sites, and the web sites of two interest/advocacy organizations focused on your policy area, in addition to your text and the Greenbook.

### **Writing Details:**

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

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

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

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

**References.** A separate page(s) should include a listing of references. The number of references needed is up to the individual student but nine is the minimum number. Your references should include, at a minimum, two books, three peer-reviewed journal articles, two federal government web sites, and the web sites of two interest/advocacy organizations, in addition to your text and the Greenbook.

**Style Manual.** The official style manual of the School of Social Work is the style manual of the American Psychological Association (APA). Use the APA style manual for this class and for the policy analysis paper.

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

**Conclusion.** In the last one or two paragraphs of the policy analysis paper, please integrate, sum up, relate to the larger picture, asking yourself some larger questions such as “What does it all mean?” In prior sections you should be as objective as possible, but in the conclusion you are free to express your opinion.

### **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,

Your attendance in this online course is based on your timely postings to the discussion board in Blackboard, responding to other students' postings and submitting your assignments on time. I have the ability to monitor your engagement with the course by reviewing when you last accessed the course, reviewed course materials

and submitted assignments online. You are expected to complete all assignments on time. When I close a discussion board usually by the due date and time, it is closed.

## G. Grading

Grades will be posted to the campus MyMav system for all assignments, Midterm grade and final grade at course completion. Midterm and Final Grades will be made available based on the University Schedule for 5 posting of grades. Midterm and Final 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.

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## H. Make-Up Exams

There are no make-up exams or quizzes.

## I. Course Schedule

	DATE	TOPIC	READINGS	ASSIGNMENT
<b>Week 1</b>	Aug. 26	Social welfare policy and the social work profession	Read Chap. 1	1. Find the 2016 Green Book online and add it to your favorites on your tool bar. 2. Read the syllabus. 3. Introduce yourself to the class in the first Discussion Board Posting Assignment #1 by Midnight on Sunday, Aug. 26. Respond to at least two other students' postings in the class by Midnight on Tuesday, Aug. 28. Follow the instructions in Blackboard.
<b>Week 2</b>	Sept. 2	Defining social welfare policy	Read Chap. 2	1. Complete Discussion Board Posting Assignment #2 by Midnight on Sunday, Sept. 2. Respond to at least two other students' postings in the class by Midnight on Tuesday, Sept. 4. Follow the instructions in Blackboard.
<b>Week 3</b>	Sept 9	Social welfare policy analysis	Read Chap. 6	1. Complete Discussion Board Posting Assignment #3 by Midnight on Sunday, Sept. 9. Respond to at least two other students' postings in the class by Midnight on Tuesday, Sept. 11. Follow the instructions in Blackboard.
<b>Week 4</b>	Sept. 16	Political ideology and social welfare policy	Read Chaps. 5 & 7  Read Popple and Leighninger Chapter 1 (in Blackboard)	1. Complete Discussion Board Posting Assignment #4 by Midnight on Sunday, Sept. 16. Respond to at least two other students' postings in the class by Midnight on Tuesday, Sept. 18. Follow the instructions in Blackboard. 2. Complete Group Project #1 by Midnight on Tuesday, Sept. 18. Follow the instructions in Blackboard.

<b>Week 5</b>	Sept 23	Evolution of American Social Welfare Policy - Social Welfare History	Read Chap. 3	<p><b>1.</b> Complete Discussion Board Posting Assignment #5 by Midnight on Sunday, Sept. 23. Respond to at least two other students' postings in the class by Midnight on Tuesday, Sept. 25. Follow the instructions in Blackboard.</p> <p><b>2.</b> Complete the Policy Analysis Abstract an upload it into Blackboard by Midnight on Tuesday, Sept. 25. Follow the instructions in Blackboard.</p>
<b>Week 6</b>	Sept. 30	Evolution of American Social Welfare Policy (cont.) - Crime and Violence in American Society	Read Chap. 11	<p><b>1.</b> Complete Discussion Board Posting Assignment #6 by Midnight on Sunday, Sept. 30. Respond to at least two other students' postings in the class by Midnight on Tuesday, Oct. 2. Follow the instructions in Blackboard.</p> <p><b>2.</b> Complete Quiz #1 by Midnight on Tuesday, Oct. 2.</p>
<b>Week 7</b>	Oct. 7	Poverty, the central issue in social welfare policy - Poverty/Inequality	Read Chap. 8	<p><b>1.</b> Complete Discussion Board Posting Assignment #7 by Midnight on Sunday, Oct. 7. Respond to at least two other students' postings in the class by Midnight on Tuesday, Oct. 9. Follow the instructions in Blackboard.</p> <p><b>2.</b> Complete the Introduction asand Bibliography/Refernce List Sections of your Policy Analysis Paper with the revised Abstract and upload it into Blackboard by Midnight on Tuesday, Oct. 9.</p>
<b>Week 8</b>	Oct. 14	Poverty, nature and causes	Read Popple and Leighninger Chapter 8 (in Blackboard)	<p><b>1.</b> Complete Discussion Board Posting Assignment #8 by Midnight on Sunday, Oct. 14. Respond to at least two other students' postings in the class by Midnight on Tuesday, Oct. 16. Follow the instructions in Blackboard.</p> <p><b>2.</b> Complete Group Project #2 by Midnight on Tuesday, Oct. 16. Follow the instructions in Blackboard.</p>
<b>Week 9</b>	Oct. 21	Poverty, nature and causes (cont.)	Supplemental Reading Materials Will Be Provided in Blackboard	<p><b>1.</b> Complete Discussion Board Posting Assignment #9 by Midnight on Sunday, Oct. 21. Respond to at least two other students' postings in the class by Midnight on Tuesday, Oct. 23. Follow the instructions in Blackboard.</p> <p><b>2.</b> Complete Quiz #2 by Midnight on Tuesday, Oct. 23.</p>
<b>Week 10</b>	Oct. 28	Anti-poverty policy-Retirement and Nutrition	Supplemental Reading Materials Will Be Provided in Blackboard	<p><b>1.</b> Complete Discussion Board Posting Assignment #10 by Midnight on Sunday, Oct. 28. Respond to at least two other students' postings in the class by Midnight on Tuesday, Oct. 30. Follow the instructions in Blackboard.</p> <p><b>2.</b> Complete the Full Draft Policy Analysis Paper (with revisions and all sections) an upload it into Blackboard by Midnight on Tuesday, Oct. 30. Follow the instructions in Blackboard.</p>

<b>Week 11</b>	Nov. 4	Anti-poverty policy-Public Assistance and Housing - community Development	Read Chap. 12	<b>1. Complete Discussion Board Posting Assignment #11 (last one) by Midnight on Sunday, Nov. 4. Respond to at least two other students' postings in the class by Midnight on Tuesday, Nov. 6.</b>
<b>Week 12</b>	Nov. 11	Health; Mental Health	Read Chap. 9	
<b>Week 13</b>	Nov. 18	Child Welfare and Aging	Read Chaps. 10 & 13	<b>1. Final Policy Analysis Paper due by Midnight on Sunday, Nov. 18.</b>
<b>Week 14</b>	Nov. 25	Welfare Reform	Jason DeParle, "Dream Deferred" and "On a Once Forlorn Avenue, Tax Preparers Now Flourish" (in Blackboard)	<b>1. Complete Quiz #3 by Midnight on Tuesday, Nov. 27.</b>
<b>Week 15</b>	Dec. 2	Lessons from policy analysis - The Future		<i>Complete Student Feedback Survey</i>

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: <http://www.uta.edu/ssw/academics/bsw/student-manual.php>

Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2<sup>nd</sup> 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](mailto: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](mailto: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://library.uta.edu/subject-librarians>  
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>  
Library Tutorials ..... <http://library.uta.edu/how-to>  
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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@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/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

## **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.