



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2018

Course Title: Foundation Field Split I

Course Prefix/Number/Section: SOCW 5681 (formerly SOCW 5651)-001 (Practicum)/101 (Seminar)

Instructor Name: Ly-Huong Barrett, JD, LMSW

Faculty Position: Assistant Professor in Practice

Faculty Profile: <https://mentis.uta.edu/explore/profile/ly-huong-barrett>

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Office Hours: By appointment only.

Day and Time of Class (if applicable): Wednesdays 7:00pm - 9:50pm

Location: SWCA 109

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

Practical internship experience in the field with a social work agency. Course hours are completed by contacting the agency you are assigned to. Prerequisites: SOCW 5301, SOCW 5304, and SOCW 5306.

B. Student Learning Outcomes

2.1.1. Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Use supervision and consultation

2.1.2: Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying of the National Association 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 Worker, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled

2.1.3: Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and

2.1.4: Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of experience, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers

- View themselves as learners and engage those with whom they work as informants

2.1.5: Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equally and without prejudice. Social workers

- Understand the forms and mechanisms of oppression and discrimination

2.1.6: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- Use practice experience to inform scientific inquiry and
- Use research evidence to inform

2.1.7: Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand the biological, social, cultural, psychological, and spiritual development. Social workers

- 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 services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

2.1.9: Respond to contexts that shape Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

2.1.10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with

individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

Assessment

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

Intervention

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

Evaluation

- Social workers critically analyze, monitor, and evaluate interventions.

C. Required Textbooks and Other Course Materials

MSW Field Policy Manual - download at <https://www.uta.edu/ssw/field/graduate/index.php>

NASW Code of Ethics - download

at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Required texts and other materials will be assigned by the agency-based Field Instructor. These may include agency operating procedures manuals, federal and/or state policies, research and other materials relevant to the agency services and population served.

D. Additional Recommended Textbooks and Other Course Materials

Additional readings for this course may be found on Blackboard ("BB") or the course reserve.

E. Descriptions of Major Assignments and Examinations

Field Practicum

The Office of Field Education will match students to social service agencies where they will have the opportunity to learn alongside professionals in micro/macro practice setting. The agency-based Field Instructor will help the student develop a learning contract, set a schedule for completing hours, and assess the student's progress throughout the semester. This person will work in close contact with the Field Liaison/Instructor of Record.

Learning Contract - Please type on form. No handwritten forms are to be submitted.

The student will work with the agency-based Field Instructor to complete the learning contract which includes the tasks students will be assigned to ensure mastery of all of the core competencies. These contracts will be signed by the student, the Field Instructor, and the Field Liaison. Review SMART goals and Learning Contract example on BB.

Agency Information Form - Please type on form. No handwritten forms are to be submitted.

This form will assist you in securing the information that you need to effectively begin your internship. Complete all sections.

Weekly Supervision Logs - Typed forms are preferred (versus handwritten forms)

Submit your weekly supervision logs on BB and keep signed copies for review at mid-term and end of semester. Signatures are not required on Supervision Logs for submission on BB. Signatures are required for final document submissions at the end of the semester.

Supervision Logs are to be posted on Blackboard by midnight on Saturday each week. Supervision Logs will not receive any points if posted late.

If you do not have supervision, you must still submit a completed supervision log to the best of your knowledge and list the reason why supervision did not occur.

YOU MUST MAKE UP THE MISSED SUPERVISION WITH THE FIELD INSTRUCTOR.

Weekly Practicum Journals - **All references to agencies, cases and specific clients should be kept confidential.**

Written summary of field experiences based on Kolb's Model of Learning. Review Journal Rubric and Journal example on BB.

One thoughtful, in-depth entry will be submitted each week (total of one page, not including heading).

Each page should have a heading: student's name, journal entry number, date, the number of cumulative hours, and focus/topic (if assigned).

*Entries should include personal reflections regarding your professional growth experiences; social work skills and knowledge learned, values issues/questions/conflicts, learning contract tasks accomplished, issues or questions that arose, activities or issues. Some weeks, you will be asked to address **a specific topic in your journal** (Please check the calendar for these topic assignments.)*

Journal entries are to be posted on Blackboard by midnight on Saturday each week. Journals will not receive any points if posted late.

Paper of a Macro/Micro Intervention - **All references to agencies, cases and specific clients should be kept confidential.**

Write a paper in outline format and prepare a Power Point to present to class. This assignment is designed to help you develop written communication, analytical, and critical thinking skills as well as to demonstrate your understanding of the helping process used by your agency. Describe one micro case or macro project in which you are/were actively involved. Grading of the paper itself will be based on the completion of each area described below (Paper will cover points 1-4, Presentation will cover points 2-4).

1. Give a brief description of agency services.

2. Summarize assessment information.

- Who is the client (demographic description, no names)? How is the client impacted by social economic status?
- What is the presenting problem? Use a human behavior theory to support your conclusions.
- Explain how your client's culture and ethnicity impacts the presenting problem?
- What are the client's strengths? Limitations?
- Who else is affected by the problem? Consider context, e.g., systems theory.
- How is your case impacted by policy?
- How did you collect information regarding this case?

3. Summarize goal planning, the intervention plan and the actual intervention.

- What needs to be changed? What is likely to change?
- What resources are available?
- What goals and objectives were developed and who developed them? Use a direct practice (micro or macro) and an HBSE theory to support your plan.
- What intervention did you choose? Justify your intervention with relevant social work literature (i.e., evidence-based practice).
- Discuss the client's motivation, capacity, and ability to change. Again, use a human behavior theory to support your conclusions.
- Describe the tasks and activities that occurred. Discuss these as skills based in direct practice or macro practice.
- What cultural aspects were considered and addressed in assessment and intervention planning?

4. Summarize your evaluation of the intervention.

- Were the desired outcomes (goals) achieved?
- If outcomes were achieved, how did you terminate the client?
- If outcomes were not achieved, what were the barriers to the success of the plan? Consider HBSE theories.
- Have the barriers been addressed?
- What is the current status of the case/project?
- What did you and the client learn from this experience that will help you in the future?

If you utilize information from other sources make sure you cite (APA) appropriately.

SOCW MICRO/MACRO FIELD SEMINAR GROUP PRESENTATION: In groups of 2 or 3 persons (groups will be randomly assigned on BB), share your written paper, choose a paper that one group member wrote, and present the micro/macro case.

1. Each presentation will include a Powerpoint presentation of no more than 15 - 20 slides.
2. If using videos (e.g. youtube), use of videos is limited to 1 video max.
3. Presentation time is within 20 minutes.
4. Please address each question and competency below.

Describe your (1) agency, (2) client, (3) problem/issue being addressed, and (4) a chosen skill or tool. Eg: assessment, active listening, discharge plan, group session, treatment plan... etc.

Did you find the skill/tool to be effective? Why or why not? What would you do differently?

Following the CSWE Core Competencies and Practice Behaviors, include the following competencies within the presentation.

Competency 1: Summarize how the skill/tool that you are presenting has influenced or impacted your

identity as a professional social worker.

Competency 2: Define the ethical principles that were considered in the decision to apply the skill/tool that you are presenting.

Competency 3: Describe how you employed critical thinking, and the principles of logic and scientific inquiry to guide your judgment regarding the use of the skill/tool.

Competency 4: Define how culture and difference were considered in the decision to use the skill/tool. Were adjustments made to make the skill/tool more relevant in this regard?

Competency 5: Regarding the presenting problem/client issue you are addressing, in what ways did you consider and/or employ advocacy for human rights and social and economic justice.

Competency 6: What guided you and helped in your choice and application of your practice skill/tool?

Competency 7: Include agency assessments, evaluations, etc. used to assist in your decision to apply the skill/tool.

Competency 8: Define how agency and other policies related to the social and economic wellbeing of your client(s) dictated or influenced the delivery of your skill/tool (service).

Competency 9: Describe the professional and societal context that impacts the client problem/issue and influenced your choice of skill/tool.

Competency 10: Outline the use of your skill/tool through the stages of the change process: engagement, assessment, intervention, evaluation, termination and follow-up.

All assignments are to be submitted through Blackboard, unless instructed otherwise. If the assignment is received after the date and time deadline or it is received but unable to be viewed by the Field Liaison, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy. *Please carefully review and ensure assignments are appropriately submitted on BB.*

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,

Seminar Attendance - You will be expected to attend the entire class each week. Roll will be taken each week at various times during the class period.

Seminar Format - Classroom discussion is the primary format of this seminar. Active participation of every student is essential to this format. Students are expected to attend each class session and come to class prepared to discuss the day's topic. Designated class(es) this semester will meet online. Discussion and participation of every student is essential to this format as well.

Important Note. Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to the fullest extent in the learning environment, and to facilitate others' ability to participate at the same time. This means coming prepared to join in the classroom learning experience by having readings and other work completed, respecting ourselves and others, and taking responsibility for completing assignments in a competent and timely manner. But more than this, it also means that we each take shared responsibility for the growth and professional development of each of the individuals in our learning community.

G. Grading

ASSIGNMENTS	DUE DATE	POSSIBLE POINTS
Agency information form	Wednesday, 2/2/18 by 11:59pm.	5
Learning Contract	Friday, 2/9/18 by 5:00pm.	15
Supervision Logs 12 TOTAL	EACH SATURDAY by 11:59pm beginning 1/27/18	1 each - 12 total
Practicum Journals 12 TOTAL	EACH SATURDAY by 11:59pm beginning 1/27/18;	3 each - 36 total
Midterm Evaluation	Friday, 3/9/18 by 5:00pm	The course is not complete without a submission.
Paper	SATURDAY, 4/14/18, 11:59pm	12
Presentation	Wednesdays, 4/18/18 or 4/25/18. Submit PowerPoint Presentation on BB by 11:59pm on day you present.	8
Attendance/Participation	Wednesdays, 7:00PM-9:50PM, weekly.	12
Final Evaluation	Friday, 5/4/18, 5:00pm	The course is not complete without a submission.
Final Submission of Documents	All Required Field Paperwork, including Time Logs: Friday, 5/4/18, 5:00pm Only for those completing hours till 5/11/18. Finalized/supplemental Time log - 5/11/18, 11:59pm.	The course is not complete without submission of these documents.
Total Possible Points		100

Grade Scale: A= 90 - 100 B= 80 -90 C= 70 -80 D = 60-70 F= less 70

Students will receive a letter grade for field instruction consisting of the following: A, B, C, D or F. This grade will count toward the student GPA. **An incomplete grade is NOT an option for any field course.**

Grading Structure: 30% of the grade will result from seminar and 70% of the grade will result from the practicum.

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

Please check subsections, Grading or Course Schedule, for assignment dates. If the assignment is received after the deadline or it is received but unable to be viewed by the Field Liaison, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy.

PLEASE NOTE: During the semester, written assignments are not accepted by fax, hard copy or email; therefore assignments will be submitted online through Blackboard, unless otherwise stated under "Course Schedule". At the same time, please keep and maintain all originals of all agency information forms, learning contracts, time sheets, and SIGNED supervision logs as these will be submitted at the end of the semester. Please maintain copies for your own records.

Late Assignments: For assignments that are 4 points or less, you will receive 0 points if the assignment is posted late, meaning past the deadline and no credit will be awarded for responses posted after the end date and time of that respective week unless otherwise noted. Since Blackboard will show the date and time of all assignment submissions and discussion board posts, there will be no discrepancies as to when an assignment or post has been submitted.

Make up policy: Assignments may not be made up. If a situation occurs that is out of your control, it will be discussed with the Field Liaison to see if it warrants making other arrangements.

Participation: Students are expected to attend their field placement according to the schedule determined by the student and field instructor, complete and submit all assignments when due.

I. Course Schedule

The Foundation Field Placement requires a total of 480 hours to complete the entire field practicum with a social service agency. Students may complete this over the course of two (2) semesters in a split field placement accruing 240 hours in each semester or in a block field placement accruing 480 in the course of one (1) semester. In addition to this practicum, students are required to attend a seminar course where they meet with their peers and their Field Liaison to reflect on the application of theory and classroom learning in an actual social work setting.

Week	Topic	Assigned Reading/Assignment Due
1 1/14/18	Orientation to Field -Required documents (supervisory logs, timesheet, journals, learning contract) -Procedures -Field Roles and Terminology (field instructor, field liaison/seminar instructor, field advisor) Learning Contract -Competencies -SMART goals -Appropriate verbiage	On Blackboard: Review Syllabus, SMART goals, and Learning Contract Example. Review required forms from SSW Field Office website: https://www.uta.edu/ssw/field/graduate/first-year-grad.php

2 1/21/18	Professional Identity & Behavior -dress -respect -hygiene -boundaries -attitude -email etiquette Role of Intern in Agency -Present info on agency -Tasks Risk Management -Home visits -Transporting clients -When in doubt...	*Be ready to describe your agency. Journal #1 and Supervision Log: Due by Saturday, 1/27/18 11:59pm.
3 1/28/18	SW Ethical Principles as a Guide to Practice: - Personal vs. Professional Values -Ethical decision-making - Tolerating ambiguity - Strategies of ethical reasoning to reach principles decisions.	Agency Information Form: Due Wednesday, 2/2/18 by 11:59pm Journal #2 and Supervision Log: Due by Saturday, 11:59pm.
4 2/4/18	Effective Use of Supervision -Preparedness -Accepting feedback -Goal=Learning	Learning Contract: *Due 2/9/18 by 5:00pm via BB. *Completed hard copies to be submitted during class on 2/14/18 for Liaison's signature. Maintain a copy for your records. Journal #3 and Supervision Log: Due by Saturday, 11:59pm.
5 2/11/18	Cultural Competency/Diversity Awareness of self & others	**Describe how you or your agency implements cultural diversity and acceptance. Consider an example of an experience working with a client that is different from you. Journal #4 and Supervision Log: Due by Saturday, 11:59pm.
6 2/18/18	Contexts Impacting Service Delivery: Policy and Practice	*Discuss the impact of agency or government policy in your placement. Journal #5 and Supervision Log: Due by Saturday, 11:59pm.

7 2/25/18	Stress and Burnout -Self-assessment -What will you change based on this feedback Field Placement Reflection -How have you changed? -Personal challenges regarding race, culture, gender, etc. -How are you addressing these internal conflicts?	Journal #6 and Supervision Log: Due by Saturday, 11:59pm.
8 3/4/18	Assessment and HBSE - What assessment tools are used at your placement?	Midterm evaluations due by 3/9/18, 5:00pm -Engage (give brief description; how will you engage?) Journal #7 and Supervision Log: Due by Saturday, 11:59pm.
3/11/18	SPRING BREAK WEEK	
9 3/18/18	Intervention and Theory: HBSE and Direct Practice -Intervention planning (why did you choose this intervention? Theory and/or research based?)	**How is agency using scientific inquiry (EBP) to inform intervention? Discuss best practices. Journal #8 and Supervision Log: Due by Saturday, 11:59pm. (Journal entry based on field practicum experience during week of 3/11/18 OR 3/18/18)
10 3/25/18	Evaluation: Evaluating program outcomes and practice effectiveness	Journal #9 and Supervision Log: Due by Saturday, 11:59pm.
11 4/1/18	Leadership in Social Work	Journal #10 and Supervision Log: Due by Saturday, 11:59pm.
12 4/8/18 No Class. Outside of class assignment.	Group Work - Work on Presentation outside of class.	Journal #11 and Supervision Log: Due by Saturday, 11:59pm. Macro/ Micro Paper due 4/14/18, 11:59pm
13 4/15/18	Case Presentation in Class	Journal #12 and Supervision Log: Due by Saturday, 11:59pm.
14 4/22/18	Case Presentation in Class	<i>Please complete your Course Survey sent to you via email from MyMav. Your input is appreciated.</i>

15 4/29/18	Finalizing Field Paperwork & Field Evaluations ALL FIELD PAPERWORK DUE!	All field paperwork: All hardcopies due by Friday, 5/4/18, 5:00pm. *Checklist, *12 SIGNED supervision logs, and *SIGNED time sheet with hours logged, if applicable, include anticipated hours till 5/11/18. Final Evaluation Due: 5/4/18, 5:00pm. <i>Please complete your Course Survey sent to you via email from MyMav. Your input is appreciated.</i>
16 5/6/18	Last day to earn hours is 5/11/18.	If completing hours till 5/11/18, submit completed, SIGNED, and FINAL time log by 5/11/18, 11:59pm, via BB. This will be required as proof of completion of hours.

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 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>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
Ask a Librarian..... <http://ask.uta.edu>

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

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

P. Disability Accommodations

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

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other

students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.